



**THE USE OF REALIA TO IMPROVE WRITING
ANALYTICAL EXPOSITION TEXT OF THE ELEVENTH
GRADE STUDENTS OF SMK TAMANSISWA KUDUS IN THE
ACADEMIC YEAR 2014/2015**

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**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2015**



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SKRIPSI

**Presented to Muria Kudus University
In Partial Fulfillment of the Requirements for Completing
The Sarjana Program in English Education**

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**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
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2015**

MOTTO AND DEDICATION

Motto

- ❖ Keep studying and praying to Allah.
- ❖ Don't Give up
- ❖ Today must be better than yesterday, tomorrow must be better than today.
- ❖ There is a will, there is a way.

This skripsi is dedicated to:

1. Allah SWT the Almighty
2. Her Prophet MUHAMMAD SAW.
3. Her beloved mother (Hj. Mahmudah) and father (H. Subhan) who always gives support
4. Her sisters (Imah & Oyik) and brother (Riyanto) who always give the researcher spirit
5. Her beloved boyfriend (Khoirul Wafa)
6. Her beloved friends (Ita, Irma, Ellyn, Ferina, Olga, Chintya and CUPONG community)
7. For her lecturers in Muria Kudus University
8. The Headmaster, English teacher, all of the teacher and all of students of SMK Tamansiswa Kudus

ADVISORS' APPROVAL

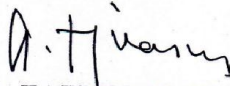
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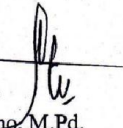
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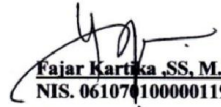


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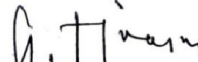
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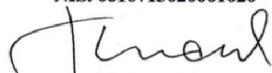
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The Researcher



ABSTRACT

Sa'adah, Siti Nur. 2014. *The Use of Realia To Improve Writing Analytical Exposition Text of the Eleventh Grade Students of SMK Tamansiswa Kudus in Academic Year 2014/2015.(A classroom Action Research)* Skripsi English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors: (i) Fajar Kartika, SS, M.Hum (ii) Dr. H.A Hilal Madjdi, M.Pd.

Key words: Realia, Writing Skill.

English is one of the important subjects in the final national examination, especially in junior high school. In view of the matter, the English teacher should apply the appropriate media in teaching English. *Writing* constitute one of ability which shall at have student in process of studying in particular in English language learning. *Realia* is one of studying media for student to help them in make a text. Overbearingly student learning material needs media to develop their idea. Students will be easily to write *Analytical Exposition text* with their own word. *Realia* are one of alternative which can be utilized in English language teaching to increase writing mastery for students. This research, the researcher uses Realia as a media of teaching in teaching English. Moreover, the purpose of this research is to improve writing analytical exposition text for the Eleventh grade students of SMK Tamansiswa Kudus in the academic year 2014/2015. *Realia* are media that make students active in make a text with their own idea that

will helps by media that is at their vicinity with notices grammar and writing with the correct way. This media makes students active because in this media the students play as “author”, meanwhile the teachers play as “media provider”. In this situation the student more expected active in writing.

The Researcher conducted classroom action research to solve the research problem. The research was conducted in SMK Tamansiswa Kudus in the academic year 2014/2015. This research consists of two cycles and each cycles consist of four steps. They are: planning, action, observation, analysis and reflection. Beside observstion and test as the instrument.

The average score of the students’ in writing Analytical Exposition text in cycle I is 66.5. In cycle II, the average score of the students’ in writing Analytical exposition text is 77.8. In cycle III the average score of the students’ in writing Analytical exposition text is 82, 24. So, there is an increasing of the average score of the students’ writing skill between cycle I, cycle II and cycle III. In cycle I, there are many students who are not active enough yet in teaching learning process by using Realia. There are a few students who give response to the teacher when the teacher asked them to make a simple sentence using Realia (snack and drink). This condition make the students difficult to write Analytical Exposition text with their own words. In cycle II, the number of students who are active in the process of teaching and learning in writing analytical exposition text by using Realia is increase and almost all of them easy to make an analytical exposition text. This condition make the students easy to write analytical exposition text. In cycle III, the number of students who are active in the process

of teaching and learning in writing analytical exposition text by using Realia is increase and all of them easy to make an analytical exposition text by using the other realia (basketball, grass, flagpole). The location of teaching and learning process also different than before, in this case the location is the school yard, this condition make the students easy to write analytical exposition text.

Realia can improve the writing skill of the students, so it is suggested to the English teacher uses Realia as the alternative in teaching English to improve students' writing skill.



ABSTRAKSI

Sa'adah, Siti Nur. 2014. *Penggunaan Realia untuk Meningkatkan Pengajaran Teks
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SS, M.Hum (ii) Dr. H.A Hilal Madjdi, M.Pd.

Bahasa Inggris merupakan salah satu mata pelajaran penting dalam ujian akhir nasional. Mengingat hal tersebut, guru Bahasa Inggris harus menerapkan cara pembelajaran yang tepat dalam pengajaran Bahasa Inggris. *Menulis* merupakan salah satu kemampuan yang harus dimiliki siswa dalam proses belajar khususnya dalam pembelajaran bahasa Inggris. *Realia* merupakan salah satu media belajar bagi siswa untuk membantu mereka dalam membuat sebuah text. Dengan menguasai materi pembelajaran siswa membutuhkan media untuk mengembangkan ide mereka. Para siswa Akan mudah untuk menulis *Analytical Exposition text* dengan kata-kata mereka. *Realia* adalah salah satu alternatif yang bisa digunakan dalam pengajaran bahasa Inggris untuk meningkatkan penguasaan *menulis* para siswa. Dalam penelitian ini, penulis menggunakan *Realia* sebagai media pengajaran dalam pengajaran bahasa Inggris. Adapun tujuan dari penelitian ini adalah untuk meningkatkan penguasaan *Menulis* siswa kelas Sebelas SMK Tamansiswa Kudus tahun akademik 2014/2015

Realia adalah media yang membuat murid aktif dalam membuat teks dengan ide mereka yang akan di bantu oleh media yang ada disekitar mereka dengan memperhatikan grammar dan cara penulisan yang benar. Media ini membuat para siswa aktif karena dalam penggunaan media ini para siswa berperan sebagai “pengarang”, sedangkan para guru itu sendiri berperan sebagai “penyedia media”. Dalam situasi ini siswa diharapkan lebih aktif dalam menulis.

Penulis melakukan penelitian tindakan kelas untuk memecahkan masalah penelitian. Penelitian ini dilaksanakan di SMK Tamansiswa Kudus tahun akademik 2014/2015. Penelitian ini terdiri dari dua siklus dan tiap siklus terdiri dari empat tahap. meliputi: perencanaan, pelaksanaan tindakan, observasi, analisis dan refleksi. Selain observasi dan test sebagai instrumen.

Persentasi nilai rata-rata pada kemampuan siswa dalam menulis *Analytical Exposition text* pada siklus I adalah 66.5. Pada siklus II, persentasi nilai rata-rata pada penguasaan penulisan *Analytical Exposition text* adalah 77.8. Dalam siklus III skor rata-rata siswa dalam menulis teks eksposisi analitis adalah 82,24. Jadi, ada peningkatan nilai rata-rata kemampuan berbicara siswa antara siklus I, siklus II dan siklus III. pada siklus I, ada banyak siswa yang belum aktif dalam proses belajar mengajar menggunakan media *Realia*. Ada sedikit siswa yang merespon guru ketika guru menyuruh mereka untuk membuat *simple text* menggunakan *Realia*. Kondisi ini membuat para siswa kesulitan untuk menulis teks *Analytical Exposition* dengan kata-kata mereka sendiri. Pada siklus II jumlah siswa yang aktif dalam proses belajar mengajar dalam menulis teks *Analytical Exposition* menggunakan *Realia* meningkat dan hampir semua siswa mudah

dalam membuat teks analytical exposition dengan baik dan benar. Kondisi ini membuat para siswa mudah untuk menulis Analytical exposition. Dalam siklus III, jumlah siswa yang aktif dalam proses belajar mengajar dalam menulis teks eksposisi analitis dengan menggunakan realia meningkat dan mereka semua mudah untuk membuat teks eksposisi analitis dengan menggunakan realia lain (basket, rumput, tiang bendera). Lokasi proses belajar mengajar juga berbeda dari sebelumnya, dalam hal ini yang berbeda adalah lokasi proses belajar mengajar di halaman sekolah, kondisi ini membuat siswa mudah untuk menulis teks eksposisi analitis.

Realia dapat meningkatkan penguasaan menulis siswa, jadi disarankan pada guru bahasa Inggris menggunakan *Realia* sebagai alternatif dalam pengajaran Bahasa Inggris untuk meningkatkan penguasaan *menulis* para siswa.

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CHAPTER I

INTRODUCTION

In this chapter, the researcher explain about the background of the study, statement of the problem, objective of the research, significance of the research, scope of the research and definition of the terms.

1.1 Background of the Research

SMK Tamansiswa is vocational high school that has fewer facilities to support their teaching and learning process. It has three English teachers and there is LCD but just in some classes not in every class, English laboratory, and also any extra English club that exists around the middle of October, etc. When the researcher did the field Experience Program (PPL) in SMK Tamansiswa Kudus on September until November 2013, I had found the fact that some students still get difficulties in producing in written test. They faced some problem in writing a good text. They still made some mistake in content, vocabulary and grammar.

The tenth grade students of vocational high school in the second semester are supposed to express the meaning and the theoretical steps in simple and short essay in written accurately, fluently and acceptability to interact with others in writing text. But, the students of eleventh AP2 (Administrasi Perkantoran 2) grade of SMK Tamansiswa Kudus get many difficulties to express their ideas and opinions in writing competence. Not all students have the same ability to express their ideas and opinions in writing analytical exposition. They often have

difficulties with content, vocabulary, and grammar. They also have not enough knowledge of writing text in English.

Realia is a media that the researcher uses in teaching and learning process. In this research, the researcher uses the interesting media to make the students enjoy and more active in the class. The media is Realia, such as: tabloid, novel, book, and accessory, snacks, newspaper, coins, car toys and some objects from real life. It makes easier for students to understand the vocabularies that they need in constructing the text. By using realia, the students know what they will write. Writing is not an instant activity, it takes a process, and writing is a two-way process. When we write something, we usually expect somebody to read it. Like the other skills, writing cannot be separated from vocabulary and grammar. In teaching writing, automatically we have to deal with words and expressions vocabulary, and the rules that govern the syntax of its pattern, grammar.

There are some reasons of the problem, such as the students often make mistake in grammar, vocabulary and content in writing a text. The other reason is the teaching method was bored. In senior High School, English teacher faces a crucial problem in selecting and applying the technique that is suitable with the material of teaching for their students, especially in teaching writing. Only several teachers who have a good competence in English could apply the suitable techniques for teaching writing in their students.

Because of the reason, the researcher must look for the new strategy of teaching and learning process that involve the student more active, give the

contextual and relevant experience in real life. We also should pay attention this case. In this research, the researcher will try some efforts to improve the students. The researcher also show and analyze their mistakes in writing text by applying contextual learning using Realia in teaching writing text orally or written. It will help the students to express their ideas and opinions in writing the theoretical steps of a text.

Based on the background above, the researcher wants to improve the writing analytical exposition of the eleventh grade students of SMK Tamansiswa Kudus in the academic year 2014/2015 by using Realia.

1.2 Statement of the Problem

Based on the background above, this research points at:

1. Can Realia improve the writing analytical exposition text of the eleventh grade students of SMK Tamansiswa Kudus in the academic year 2014/2015?
2. What are the strengths and weaknesses of the use of Realia in writing analytical exposition text of the eleventh grade students of SMK Tamansiswa Kudus in the academic year 2014/2015?

1.3 Objective of the Research

This study is conducted in order to achieve the goals as follow:

The general objective of this research is to improve the writing analytical exposition in the eleventh grade students of SMK Tamansiswa Kudus in academic year 2014/2015 by using Realia. While the special objectives are:

1. To find out if Realia can improve the writing analytical exposition of the eleventh grade students of SMK Tamansiswa Kudus in the academic year 2014/2015.
2. To find out the strengths and weaknesses of the use of Realia in writing analytical exposition of the eleventh grade students of SMK Tamansiswa Kudus in the academic year 2014/2015.

1.4 Significance of the Research

a. Theoretically

1. This research will help the readers who want to carry out a research about the use of realia to improve writing analytical exposition.
2. The other study can use this research to references for the next research.
3. The result will give information to the future of prospect of the teacher in the use of realia to improve writing analytical exposition.

b. Practically

1. It solves the teacher's problems in teaching writing.
2. It gives input the teachers to develop their ability in teaching and learning process.
3. It gives contribution in teaching and learning writing to the students and motivates them to improve the writing analytical exposition.
4. It gives information about one way to improve the writing analytical exposition in teaching and learning process that is teaching and learning by using realia.

1.5 Scope of the Research

This research focuses on writing analytical exposition in the eleventh (Administrasi Perkantoran 2) grade students of SMK Tamansiswa Kudus in the academic year 2014/2015 by using realia.

After the researcher reads of all the material of syllabus about the teaching writing material of SMK Tamansiswa Kudus in second semester, the writer concludes that the write a text materials which to be observe is the media of teaching and learning that is the realia to improve writing analytical exposition text.

Analytical exposition is a material that students have in eleventh grade. The material such as: the definition, generic structure, language features, and some example of text analytical exposition using realia.

The subject of this research is first semester of eleventh grade students of SMK Tamansiswa Kudus in the academic year 2014/2015.

1.6 Operational Definition

In order to avoid misinterpretation, the researcher need to explain some important term in this research, they are:

1. Writing analytical exposition in this research is the ability on writing analytical exposition ideas.
2. Realia are objects from real life used in classroom instruction.
3. Eleventh Grade Students of SMK Tamansiswa Kudus is the students who are studying in the eleventh grade students of SMK Tamansiswa Kudus in academic year 2014/2015.

CHAPTER II

REVIEW TO RELATED LITERATURE AND ACTION HYPOTHESIS

In this chapter the researcher explains about teaching writing, Teaching English, Media Teaching English in SMK Tamansiswa Kudus, Review of previous research, theoretical framework, and Hypothesis.

2.1 Teaching English in SMK Tamansiswa Kudus

English is one of subject based on regulation from education department English teacher must be prepared it will. In delivering the materials the teacher must follow the enactment from education department contained curriculum developed in syllabus and planned in lesson plan. There are four language skills that should be taught by the teacher in teaching English as a primary lesson in Senior High School. There are: Speaking, listening, reading and writing that is defined as communication for oral language and theoretical in writing language.

There are 3 English teachers in the SMK Tamansiswa Kudus, 1 man and 2 women. Based on the curriculum KTSP for senior high school, teaching English mentioned that English lesson has different characteristic with other lesson or other social science lesson. This different is located in function as communication tool. This matter means that studying English is not only studying vocabulary and grammar but also it must be practiced and applied in communication activity.

2.2 Teaching Writing in SMK Tamansiswa Kudus

Writing is a uniquely individual undertaking and the same individual may use different methods to express him or herself. We can say that writing cannot only be taught, but also it takes continual practice. The written activities as communication activity cannot be separated from other skills learning activities, as teaching English involves the integration of competence of language with language skills: listening, speaking, reading, and writing. Every skill of English components should reinforce one another.

When the researcher observation in the classroom sometimes the teacher just gives the material to the students with sit down in front of. After that the teacher orders to the students to do the task, then they discuss together with the teacher. It makes the students bored. So, to make the students not feel bored with the material. The researcher wants to teach writing with new way. Because the researcher concludes that writing is one of the four main skills. It can express mind, ideas, concept, feeling, or emotion to others in written.

2.2.1 Curriculum of teaching English in SMK Tamansiswa Kudus

In Indonesia English as foreign language that is important to be taught in every school. Therefore, all of the students have to take this subject, and the teaching English in each school should be based on the curriculum.

The curriculum markers are the team pointed by the government, to arrange it in such away in order to be effective in its application. Cahyono and Widiati (2011:1) "Curriculum as a set of plans and arrangements covering education goals, contents, learning materials, and learning methods intended as

the guidelines in implementing the teaching and learning process to achieve the goals that have been set”.

The curriculum which is used in the SMK Tamansiswa Kudus in the eleventh grade students in academic year 2014/2015 is curriculum 2013. Curriculum 2013 is a new curriculum that government gives to the students, and almost all of school used it in this year (2014).

2.2.2 The Purpose of teaching English in SMK Tamansiswa Kudus

Based on the curriculum for vocational high school, teaching English mentioned that English lesson has different characteristic with other lesson or other social science lesson. The purpose in studying English is not only studying vocabulary and grammar but also it must be practiced and applied in communication activity. The other purpose is used to need of globalization era and the information in this century. The other comprehension of the purpose English teaching is creating students behavior or students' performance to be able to speak English fluently.

2.2.3 Material of teaching English in SMK Tamansiswa Kudus

Material is something that is important to facilities the students in teaching learning process. Hopefully they can learn correctly based on the material which is given by the teacher. The material of English lesson always develops based on the need and situation. The material can be taken from the text books, books from government, magazine, novel, song, radio, television, internet etc.

The material in SMK Tamansiswa kudu of the eleventh grade students are:

1. Verbal text and writes to give tips and offer and its response

Social function

- Looking after interpersonal relationship by learns, friend, and others
- Habitually utilizes expression to give tips and offer and responds it

Expression

Tips and offer:

What about ...?

You should ...

You can

Do you need?

Language element

(1) Utterance, accent, intonation,

(2) Reference says

Topic

Model about care behavior, collaboration, and proactive

2. Verbal text and writes to speak piece and think and its response

Social function

- Looking after interpersonal relationship by learns, friend, and others



Expression

Declare for

Opinion / think

I. thinks ...

Suppose is i....

In my opinion

Language element

Utterance, accent, intonation

3. Verbal text and writes to declare for expectation and invocation and its response

Social function:

Looking after interpersonal relationship by learns, friend, and others

Expression:

Expectation and invocation

- *I. hope ...*

- *Wish you all the best is I... Thank you.*

Language element:

Utterance, accent, intonation

4. Special text, oral and writes, get simple official invitation form

Social function

Keep transactional relationships with other people

Structure

Salutation

- *Will / could you come with I to the exhibition?*
- *Is it possible for you to attend my birthday party?*

Closing

Language element:

- (1) Say and standard structure
- (2) Spelling and hand written and clear and orderly print.
- (3) Utterance, accent, intonation, while is word-of-mouth presentation
- (4) Layout
- (5) Reference says

5. Simple personal letter

Social function

Interlacing relationship by gets way of speaking and give person news to friend
in write

Giving information to friend

Structure

Date

Salutation: Dear....

Opening paragraph: Greetings and imparts situation now and what do be done by

Content: Imparting thing already / that happen it will

Closing: Shut up letter with expectation for meets back

Signature

Language element:

- Say and standard structure
- Spelling and hand written and clear and orderly print.
- Utterance, accent, intonation, while is word-of-mouth presentation
- Reference says
- simple present, simple past, spelling, utterance, intonation, accent, punctuation mark, and clear and orderly handwriting

6. procedural text get manual form and methods (tips)

To the effect communication:

Solving work, completely and massage.

Structure

Naming material / part of object which is explained comprehensive, and stage list that is done

Language element:

- simple present tense

- imperative,
- Number that declares for thread
- adverb
- Spelling, utterance, intonation, accent, punctuation mark, hand written that clear and orderly.

7. Action / activity / instance without needs to name its agent

(Voice's liability)

Social function

Declare for and asking about action / activity / instance without needs to name its agent

Text structure

Insects *considered are* acre dangerous animals.

Tsunami is *caused* by earthquake affecting the seabed.

Language element:

- Say job *be (is / am / is acre / was / were)* and verb 3rd form.
- Structure, utterance, accent, intonation, spelling, punctuation mark, hand written and clear and orderly print.

Topic

Things concerning with instance / activity / scientific action that without needs to involve its agent

8. Pretend if happening a situation / instance / scene at next time

Conditional sentence

Social function

Declare for and asking about pretend if happening a situation / instance / scene at next time

Text structure

- *If teenagers eat too much fast food, they can easily become overweight.*
- *If you exercise regularly, you will get the benefit physically and mentally*

Language element:

- If Clauses in simple present
- Main Clause with modals can / will

Topic:

Things concerning with suppose situation / instance / scene at next time

9. Factual scientific text(*factual report*) oral and writes modestly about object, animal and phenomena / nature scene ,

Social function

- Observing nature
- Writing presentation scientific to hit object, animal and indication / is nature scene

Structure

- Common classification about animal / object that is written, e.g.

Slow Loris is a. mammal. It is found in... It is a. nocturnal animal. It is very small with....

- Delineation hits a part, character and its behavior

Language element:

- Simple Present
- Say job that figure animal / object / nature phenomena
- Adjective
- A variety noun concerning with object / animal / observed nature phenomena
- Spelling, punctuation mark, and handwriting and clear and orderly print.
- Reference says

10. Analytical explanation text

Social function

Speak piece about topic which warns to be spoken by ala on hands

Text structure

- Naming subject about problem to warn something is spoken
- Naming view / opinion hits therewith that thing illustration as supporting as
- Ended up by conclusion that restates to have say to that thing

Language element:

- Simple Present's sentence
- Conditional Clauses
- Modals

11. Short biography text and simple about famous figure

Social function

Pride, set act, play by play and discipline, report

Structure

- a. Naming action / scene / instance in common
- b. Naming action thread / instance / chronological ala scene, and in a row.
- c. If needs, there is common conclusion.

Language element:

- Word concerning with living struggle, professionalism in working, instance / scene that be there are many is spoken.
- Simple, Continuous, Perfect tense
- Substantive reeling
- auxiliary verbs capital

12. Song

Social function

Comfort, soulful, teaching moral order

Language element:

- Say, expression, and structure in swan song gets to form song.
- Spelling and hand written and clear and orderly print.
- Utterance, accent, intonation, while is word-of-mouth presentation

Topic

Model about behavior which inspiration.

In this research, the researcher focuses on analytical exposition text. Based on the curriculum 2013, the material which is given to the eleventh grade students including the four language skills, they are speaking, listening, reading and writing. The components of language are like vocabulary, grammatical structure, pronunciation, spelling that are taught and integrated with the teaching of the four language skill. The material of teaching English in SMK Tamansiswa Kudus for the eleventh grade students and first semester can be seen in appendix 1.

2.3 Characteristic of good writing

Good writing is presenting and explaining ideas for specific reader and specific purpose. Luhilima (1999;211) explains that there are characteristic of good writing, they are;

1. Significant

Writing is significant when the reader enjoys it, learns something from it, or feel some need by reading. The writer must not write that states the obvious or only repeats conventional ideas.

2. Clarity

When you write an essay, your writing must be clear i.e. the reader must be able to understand your essay easily. An essay with a lot of grammar mistakes, inaccurate use of vocabulary, and wrong use of transition will cause the reader to stop reading it.

3. Unified writing

In unified writing, each sentence in a paragraph develops or supports the main idea of the paragraph. It connects in some way with any sentences that comes before or after it. All sentences fit with each other in logical order.

4. Coherence

Each sentence is connected in some way with any sentences that comes before and after it to produce a paragraph. A transition expression can know it.

5. Mechanics

What we mean by mechanics is punctuation and spelling you have to know where and when the correct punctuation must be placed. Since a mistake in punctuation can change the idea.

6. Unity and logical thinking

In an essay, you must write sentences that are clear, unified and logical. It means that all its parts contribute to make one clear idea or impression. The parts of an idea sentences form a perfect whole. It is impossible to change a clause, phrase or even a word without disturbing the clarity of the thought.

2.3.1 Media teaching English in SMK Tamansiswa Kudus

Media is called *Medium* in Latin language, the general meaning is the *communication instrument* or *between*. The special meaning of media is everything that brings the information between source and receiver. Those things are called “*the instructional media*”, it used to education world (Heinich and Rusello, 2005).

Media is also called *carries of the messages*, that is to deliver the message from teacher to the students. Media can also help teacher to deliver materials to the students, should be clear and easy to understand. That is like the relationship between concept and concrete.

Media according to Romiszowski (in Kasihani, 2007:100) are any extensions of man which allows him to affect other people who are not in face with him. Thus, communication media include letters, television, film, radio, printed matters and telephone. Furthers Heinich and Rusello(1982 in Kasihani ,2007:101) say that media are any means of communication which carry the information between the source and the receiver. The media called instructional media if they are used to convey the messages in educational environment.

In the word, media could be defined as the carrier of the message from the teacher to the students. On learning activity media can help the teacher in conveying the teaching material so the students will clearly understand about the topic. According to Kasihani (2007:102) there are 3 kinds of media:

1. Visual media is media that can be seen and touched by students, example: picture, photo, real object, map, flash card, and realia.

2. Audio media is media that contain recorded text to listen, example: radio and cassette recorder,

3. Audio visual media is media that can be seen, touched, and listened, example: TV, film, etc.

Wright (1989: 5, in Kasihani, 2007 : 102) says that there are five criteria of media media which are used by teacher in the classroom. They are:

1. Easy to prepare

If it take you two hours to prepare an activity which you can then use many times with different classes, then it is worthwhile once you have built up to a flashcard, it is usually not difficult to prepare the activity.

2. Easy to organize

Is it easy organized in the classroom? The teacher has to decide whether the effort of organizing a more complicated activity is worthwhile in tens of the three points which follows.

3. Interesting

The text book may be interesting but on the other hand, you and your student might like the activity you are considering is unlikely to interest you and the student, then you will have question whether it is worth doing.

4. Meaningful and Authentic

They should be authentic and intrinsic to the activity. It is probably true that many activities which appear in communication are little more than empty drills, in the sense that no one really about the meaning.

5. Sufficient amount of the language

The activity will give rise to sufficient amount of the language use in order to justify its conclusion in the language lesson.

In this case, media that the researcher uses is realia. There are various kinds of media, but visuals are the appropriate media for young learners". The varieties of media in activities of learning can arouse a feeling of '*curiosity or exploratory behavior*' and increase the attention of students.

The researcher concludes that media of teaching is a tool that can help the teaching and learning process. It can increase the attention of students. It also makes the teaching and learning process more effective.

2.3.2 Purposes of Media of Teaching

Purposes of Media Teaching in SMK Tamansiswa are to make students enjoyable with the teaching and learning process. And also, make the students easier to study with that media (realia).

According to Djamarah and Zain (2006:136), there are some purposes of media of teaching, they are:

1. Media that used by the teacher is to make the explanation of the material clearly to the students.
2. It is source of the question from the teacher and the students can answer the question by using media.
3. Media is the study the study of the students. It can help the teacher also in teacher learning process.

The researcher conclude that media of teaching is important for the students and the teacher. The students can improve the student's score in the final process by using media. The teacher can more easily to deliver their explanation of the material of teaching.

2.4 Realia as Media of teaching

Realia are objects of any origin used to illustrate vocabulary and structure in the 1.2. (Celce-Murcia & Hilles, 1988). According to <http://www.websters-online-dictionary.org/definitions/Realia>. Realia is a term used in library science and education to refer to certain real-life objects. In library classification systems,

Realia are objects such as coins, tools, and textiles that do not easily fit into the orderly categories of printed material or naturally occurring (specimens, sample, etc). Usually borrowed, purchased, or received as donation by teacher, library, or museum for use in classroom instruction or in exhibits. In education, Realia are objects from real life used in classroom instruction. Realia include objects used by educators to help students to understand better other cultures and real life situation. A teacher of a foreign language often employs realia to streng then students' association between words for everyday objects and the objects themselves. In foreign language instruction, the Realia has a broader meaning, which includes photos of objects from a country where the target language is spoken. The two meanings are closely related because of the support many types of libraries give to educational endeavors.

The kinds of realia are a cup, a box, toys, things from rubbers, snack, drink, tabloid, newspaper, etc. In telling a story, a group can use these kinds of real thing. In this research, the researcher use object in real-life as media of teaching. Realia can make easy for students to write a text. Besides that, it makes the student more active to join the teaching learning process.

It concludes that a realia is object that can be used by the teacher as a media of teaching in the classroom. A realia is very useful for teaching English especially in writing competence. It makes the students more easily in writing a text. For example of realia are:

**Snack****Car toy****Drinks**

2.4.1 Advantages of using Realia

According to Jones, et al (1994) in www.nciu.edu/~sdundis/hrd310/realia.pdf there are some advantages of using Realia in teaching and learning process, as follows:

1. Experience with real things with which one will interact in life is the best leaning situation possible.
2. Real objects are plentiful and available everywhere.
3. Real items can be observed and handled, providing concrete learning experience for the students.
4. Dealing with realia motivates the learner.
5. Realia can be used as part of the evaluation system.
6. Realia learning can be extended through the use of displays.

2.4.2 Disadvantages of using Realia

There are some disadvantages of using Realia in teaching and learning process, as follows:

1. Real things are not always readily available.
2. Realia are not always practical for use in the classroom.
3. Affective learning is unpredictable through realia.

A, size – a real object may be too large or too small (a single human cell) for classroom study.

B. potential hazard – realia such as live animals, certain electrical and mechanical equipment, etc, can represent potential hazard for the learner and the teacher.

C. cost – real objects often are expensive. Need to maintain original structure – while some realia can be dismantled, many others cannot be, and e.g., cutting opens a person how the heart functions.

4. If left sitting around the classroom, realia can be a distraction.
5. Storage and retrieval can create problems.

2.4.3 Step of using Realia in teaching and learning process

According to Noor Halim Kholili (2012), there are some steps in teaching and learning process by using realia, the steps are:

7. Pre Teaching

- Greeting
- Check attendance list
- Give Motivation to the students
- The teacher gives brainstorming to the students by question and answer about vocabularies that they have.

8. Whilst Teaching

a) Exploration

- Sharing experience about vocabularies.
- Teachers ask students to prepare material book.
- Control relevant vocabulary by showing some Realias in the classroom, such as: Shape of Triangle, Shape of cone, shape of circle, shape of octagon, shape of pentagon, etc.

b) Elaboration

- The teacher introduces vocabularies about shapes to the students, namely: cone, octagon, pentagon, circle, square, triangle and cube.
- The teacher explains and gives information by using Indonesian first and next explained it by using English.

- The writer showed the real of things (Realia) of shapes and asked the students to pronounce the name of things.

c) Confirmation

- The teacher gives questionnaire to the students
- The teacher gives feed back to the good students.
- The teacher gives reinforcement to the students by verbal. For example: when the students ask something the teacher says “good job”.

9. Post Teaching

- The teacher and the students make the lesson conclusion.
- The teacher gives evaluation about their vocabularies that have learned with Realia.

2.5 Review of previous Research

In doing research, the researcher found the previous research that can be used of consideration for this research. In this point, the researcher tries to explain what the previous research than discusses on their research. Now, the researcher will take some points of her researcher that are related to her study.

Table 2.4.1 the comparison of the writer’s analysis and the previous research

The writer’s analysis	The previous research
A. Objectives of the research	A. Objectives of the research
a. To find out if Realia can	a. To find out how realia can

improve the writing analytical exposition text in the eleventh grade students of SMK Tamansiswa Kudus in the academic year 2014/2015. b. To find out the strengths and weaknesses of the use of Realia in writing analytical exposition text in the eleventh grade students of SMK Tamansiswa Kudus in the academic year 2014/2015.	improve the students' vocabulary mastery of the fifth grade of MI Qudsiyyah Kudus in the academic year 2011/2013.
B. The subject of the research a. The subject of this research is one teacher and 29 of eleventh grade students of SMK Tamansiswa Kudus in the academic year 2014/2015.	B. The subject of the research a. The subject of this research is one teacher and 32 students in fifth grade students of MI Qudsiyyah Kudus.
C. Instruments to analyze the data	C. Instruments to analyze the data

a. Observation	a. Observation sheet
b. Written Test (Essay)	b. Questionnaire

2.6 Theoretical Framework

Media of teaching can help the students in teaching and learning process. In using the realia, it can make the students easier in expressing their ideas and opinion in a simple and short essay in written from accurately, fluently and acceptability to interact with others in their daily life in a text.

Using the realia can make the students more enjoyable and active in teaching and learning process, especially in writing descriptive text. Finally, the use of real things media can improve the writing descriptive text in the tenth grade students of SMK Tamansiswa Kudus in academic year 2014/2015.

Realia provides language learners with multi- sensory impressions of the language which, as Rivers (1983) notes is "learned partly at least through seeing, hearing, touching, and manipulating" items. According to Toyyibah (2009), explained that using realia as a media in teaching descriptive text is very helpful in producing the words because the students can see the thing directly, so they are able to use appropriate vocabulary. From the result above shows that by using Realia suitable to teach analytical exposition text to improve writing skill.

The researcher wants to improve student ability in writing analytical exposition text using realia involved their ability in content, organization,

vocabulary, grammar, and mechanic. So, the researcher hopes that this research can fill in the gap in teaching writing analytical exposition text.

Based on the explanation above the researcher assumes that Realia can improve writing analytical exposition text of the eleventh grade students of SMK Tamansiswa Kudus in academic year 2014/2015. Realia is excellent media to teach some text to find a new idea.

.2.6 Action Hypothesis

The hypothesis is Realia able to improve the writing analytical exposition text in the eleventh grade students of SMK Tamansiswa Kudus in academic year 2014/2015.



CHAPTER III

METHOD OF THE RESEARCH

In this chapter, the researcher explains about the method of the study that includes it is design of the research, population and sample, Instrument of the research, data collection, and data analysis.

3.1 Setting and characteristic of Research Subject

This research was conduct in SMK Tamansiswa Kudus. This School is located on Veteran street No. 3 Demaan Rt: 1 Rw: 3 Kudus regency, central java Province phone number (0291)438963. In this research, English teacher collaborated with the researcher. The participants are the eleventh (Administrasi Perkantoran 2) grade students in SMK Tamansiswa Kudus. There are 29 students in the class XI (Administrasi Perkantoran 2). They are chosen because they have difficulties in writing analytical exposition text. This classroom action research is applied by the researcher to improve the writing analytical exposition text by using realia.

3.2 Variable of the Research

The teaching and learning process of teaching writing analytical exposition text by using realia, the variable are:

1. Variable input

- 1) The eleventh grade students of SMK Tamansiswa Kudus
- 2) The English teacher that teaches English Subject
- 3) Realia are objects from real life used in classroom instruction.

2. Variable process: variable process of teaching and learning analytical exposition text by using Realia. That is teachers and students' activities in the process of teaching and learning analytical exposition text by using Realia.

3. Variable output: variable result of the students' achievement test of analytical exposition text by using Realia.

3.3 Design of the research

A classroom action research activity involves repeated cycles until the cycle can solved the problem. Every cycle has four stages: planning, acting, observing, and reflecting. Planning refers to the proposed instructional strategy to be developed in the research to solve instructional problems. Acting refers to the implementation of the technique that has been planned, (usually) with or without a collaborator. Observing and reflecting refers to assess the success of the implemented technique in solving the instructional problems. In observing, the data indicating success and other instructional problems are recorded, while in

reflecting all the recorded data are analyzed to know how much the implemented technique has effectively solved the problems.

Action research is classroom-based research conducted by teachers in order to reflect upon and evolve their teaching. It is a systematic, documented inquiry into one aspect of teaching and learning in a specific classroom. The purpose of teacher researcher is to gain understanding of teaching and learning within one's classroom and to use that knowledge to increase teaching efficacy/ students learning. Reflective teachers do this every day, only not as carefully and systematically. With training and support, you can learn how to systematize your inquiry from informal reflection and teacher story sharing to formal research.

Action research can be a powerful and liberating form of professional enquiry because it means that practitioners themselves investigate their own practice as they find ways of living more fully in the direction of their educational values.

There are some models of Classroom Action Research. According to Kurt Lewin (2008; 48), in the CAR there are four steps. It can draw like this picture below.

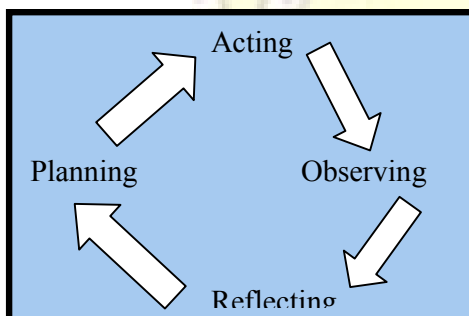


Figure 3 Stages of CAR by Kurt Lewin.

Besides, Suharsimi (2000:53) states there are some cycle in this CAR. In every cycle there are four steps to do the CAR; they are Planning, Acting, Observing and Reflecting.

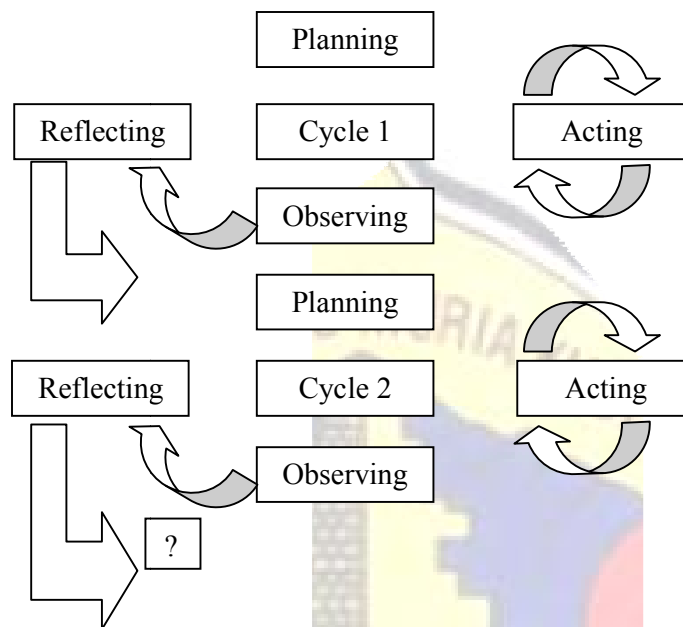


Figure 4 the cycle type of action research by Suharsimi.

The first step is planning; it is a plan of action. It is about the explanation of what, why, when, who and how. The next is acting (doing of action). It is the implementation of plant contents. The third step is observing. It is the observation program that done by the observer. This observing must be done gather with acting. The last step is reflecting.

The researcher concludes that this research is not disturbing the teaching and learning process. But, on the other hand, it can improve the quality of learning analytical exposition text itself and writing competence of the students.

3.3.1 Planning

In step 1, the researcher chosen topics and narrowed them, and you generated ideas by brainstorming. In step 2 of the writing process, the planing stage, you organize the ideas into an outline.

As a first step toward making an outline, divided the ideas in the communication problems list further into sub lists and cross out any items that do not belong or that are not usable.

The researcher prepare everything such as the material, lesson plan, list of students' name, the observation sheets to note the students' activities during teaching and learning process in this step.

3.3.2 Action

The researcher applies lesson plan which have been made in the classroom. There are some steps in acting activity, the first step is reviewing previous learned material and implementing the media to achieve the objectives of the lesson. Then the teacher presents the material by using realia.

3.3.3 Observation

The activity in this phase is observing the students and the teacher feels during in the class. The purpose is to analyze the result of the students' writing that will be reflected in reflecting phase. The researcher observes the improvement of the students' writing analytical exposition text by using the realia.

3.3.4 Analysis and Reflection

When the researcher did the Field Experience Program (PPL) in SMK Tamansiswa Kudus on Agustus until November 2013, the researcher had found the fact that some students still got difficulties in producing written text.

After the researcher conducts observing phase, the researcher goes to reflection phase. The researcher makes reflection by seeing the result of the observation. If there is no improvement of writing analytical exposition text of the students of XI (Administrasi Perkantoran 2), it will continue to the next cycle.

3.4 Procedure of the Research

In this Classroom action research (CAR) the researcher uses the CAR principles to collect the data. Firstly, the researcher is identifying the problems in the English teaching of learning process. It is the first thing done prior in the classroom action research process to improve writing skill of the student by using realia.

This classroom action research was conducted in repeated cycles during teaching-learning activity of second semester. The procedures involved in this research are: Reflecting, planning, acting, observing, and reflecting.

1. Reflection

In this step, the researcher organizes actions as follow: (1) observing the media of teaching and learning that used by teacher in the English lesson before. (2) Identifying the problems in the English writing teaching of learning process.

2. Planning

In the first cycle, the researcher prepare everything such as the material, lesson plan, list of students' name, the observation sheets to note the students' activities during teaching and learning process.

3. Acting

This activity is the implementation or application of planning concept. It is based on the procedure which has been arranged in planning stage before. In this stage, the teacher should follow the rule of planning. Besides that, the teacher must consider and adapt the students and class condition so that the teaching learning process will run naturally. Those will be known by teaching concept, observation concept.

4. Observing

The activity in this phase is observing the students and the teacher feels during in the class. The purpose is to analyze the result of the students' writing that will be reflected in reflecting phase. The researcher observes the improvement of the students' writing analytical exposition text by using the realia.

5. Reflection

After the researcher conducts observing phase, the researcher goes to reflection phase. The researcher makes reflection by seeing the result of the observation. If there is no improvement of writing analytical exposition text of the students of XI(AdministrasiPerkantoran2), it will continue to the next cycle.

3.5 Data Analysis

The researcher gets data from observation and evaluation (achievement test) which must be analyzed.

1. Observation

The researcher gets data from observation. From observation phase, the researcher know all activities of the teacher and the students during teaching and learning process. The writer observes how the students improve their writing analytical exposition text by using realia. This observation is applied to know the students' activities in teaching learning process of English to improve the writing analytical exposition text by guiding observation. In doing observation, the researcher makes field note of observation that is used to know teachers' activity and the students response during teaching and learning process.

2. Evaluation

The purpose of test is to check the students' competence to improve writing analytical exposition text. The form of test that is used to

measure is written test based on the curriculum. There are five language aspects that are used to measure the students' competence. They are: content, organization, grammar, word choice, and mechanic.

In this instrument of the research is a tool used to get information or data in this research, the instrument of the research is written test as the test instrument to measure the ability in writing analytical exposition text. The students score will be perfect or 100 if their paragraph or text which is made covers all of criteria in each elements of scoring guide. The scoring of the test is using by some criteria's as stated by Broad man and Fly den berg (2002:180). The table of criteria scoring writing can be seen as follows.

Table 3.5: The Criteria of Scoring Written Test

SCORING	ASPECT OF GOOD WRITING	
	Content/ ideas	
Excellent : 23-25	• Has excellent support • Interesting to read • Has unity and completeness • Adheres to assignment parameters	
Very good: 20-22		
Low : 17-19		
Poor : 0-16		
	Grammar/ structure	
Exceptional: 23-25	• Demonstrated control of basic grammar (e, g tenses, verb form, noun form, preposition, article) • Shows sophistication of sentence structure with complex and compound sentences	
Very good: 20-22		
Average: 17-19		
Need work: 0-16		
	Mechanics	
Exceptional: 10	• Has good paragraph format • Demonstrate good control over use capital letters, period, commas, and semicolons • Demonstrate control over spelling • Does not have fragment comma splices or run on sentences.	
Very good: 8-9		
Average: 6-7		
Need work: 0-5		
	Organization	
	Paragraph	Essay
Exceptional: 23-25	• Has topic and will	• Has introductory
Very good: 20-22	controlling idea	paragraph with clear

Average: 17-19 Need work: 0-16	• Has supporting sentence	thesis statement
	• Has controlling sentence • Has coherence and cohesion	• Has body paragraph with good organization • Has concluding paragraph • Has coherence and cohesion
Word choice		
Exceptional: 23-25 Very good: 20-22 Average: 17-19 Need work: 0-16	• Demonstrate sophisticated choice of vocabulary item • Has correct idiomatic use of vocabulary • Has correct word item	

To know whether there is improvement the students' competence or not, it can be seen the comparison of the average score in several cycle. To look for the average score, it can use this formula:

$$\bar{X} = \frac{\sum x}{N}$$

The formula note:

X = the mean score

$\sum$ = sum of the whole of score

N = the number of the students

After the writer got the result, then the average score is changed into percentage by using the formula:

$$NP = \frac{\bar{x}}{R} \times 100\%$$

Note:

NP: The average score percentage of writing ability

$\bar{x}$: The average score

R: Maximum score

From the description of criteria of good writing paragraph above, the highest value will be 100 by counting all of the score of elements of the criteria: they are content, grammar, mechanics, organization and word choice.

SCORE	CRITERIA
80-100	EXCELLENT
70-79	GOOD
56-69	SUFFICIENT
31-55	POOR
0-30	VERY POOR

Table 3.5.1 the criteria of English Writing analytical exposition text.

CHAPTER IV

FINDING OF THE RESEARCH

In this chapter, the researcher discusses about finding of the research, the researcher would like to analyze each of the data gathered from the action research activities, included preliminary Research, the result of cycle 1 and the result of cycle 2.

4.1 Preliminary Research

Before doing the action research, the researcher did some pre- reflection to know the pre- condition before the implementation of the research. The researcher did an interview and did observation.

Based on the interviewed with the English teacher, the eleventh grade students had difficulties in writing skill especially in making some text, although they have been taught from many time. The teacher said that most of them still difficult in producing a text. They did not want to write some sentences when the teacher asked them to write because they felt that write English sentence was difficult. Therefore, the students' ability of writing had not achieved yet. It was proved by the achievement of the students in mid test. Many students got score under KKM; the KKM in SMK Tamansiswa Kudus is 75.

The also researcher joined in students' class to know the real action of the teacher's teaching model and students' activities in teaching learning process. The

researcher did observation to know the situation in the eleventh AP2 (Akuntansi Perkantoran) class. Based on the researcher observation, the researcher found that the teacher only focus on reading skills and the content of the text. In the process of learning, the teacher often uses question and answer to check their understanding. Then, the teacher also used translation method to make students clearly about the meaning. Finally, the students had to write the answer in the white board. When the teacher found some mistakes in their answer, so the teacher gave correction to them (teacher correction). So here, the teacher as *source corrector*.

Although, the students have been helped to correct their grammatical mistake, in fact they still difficult to arrange the grammatical correctly. In writing activity, the students still felt difficult to write some sentences by using realia. Most of them also still low participation in the process of teaching and learning. Here, the researcher used the daily test as the primary data to prove that the students truly got difficulty to mastery writing text . The students' score of daily test as follow:

Table 4.1 Data of Students' score of Daily Test in the First semester

STUDENTS' NUMBER	Students' Code	SCORE	Achievement's Category
1.	ARA	65	SUFFICIENT
2.	ABF	60	SUFFICIENT
3.	AL	60	SUFFICIENT
4.	AS	70	GOOD

5.	BM	68	SUFFICIENT
6.	DAV	70	GOOD
7.	DPW	40	POOR
8.	DAR	68	SUFFICIENT
9.	EW	80	EXCELLENT
10.	F	75	GOOD
11.	FA	60	SUFFICIENT
12.	GA	75	GOOD
13.	IH	35	POOR
14.	IS	75	GOOD
15.	MNI	40	POOR
16.	MP	70	GOOD
17.	NFW	45	POOR
18.	ORD	75	GOOD
19.	OR	60	SUFFICIENT
20.	PA	60	SUFFICIENT
21.	PJ	75	GOOD
22.	PAK	68	SUFFICIENT
23.	REL	70	GOOD
24.	RRP	40	POOR
25.	SFR	75	GOOD
26.	TRA	50	POOR

27.	YTI	60	SUFFICIENT
28.	WS	55	POOR
29.	ZAL	55	POOR
SUM		1799	
AVERAGE		62,03	

Based on the data above, the average of the score was 62.03 there were only 7 students who reached KKM among 29 students. They must got the minimum score 75 (based on the minimum score on the eleventh grade students of SMK Tamansiswa Kudus in the academic year 2014/2015). It could be categorized **sufficient**.

After getting the data results of preliminary research, the researcher assumed the use of realia in teaching writing analytical exposition text could solve those problems. So in the cycle 1, the researcher used realia to teach analytical exposition text and asked the teacher to apply this media in teaching and learning process.

4.2 The Result of Cycle 1

The first cycle was conducted by the writer on September 28th Oktober 1th and 4th 2014. It was conducted in the eleventh AP2 (Akuntansi Perkantoran) grade students of SMK Tamansiswa Kudus in the academic year 2014/2015. It consists of 29 students. This research was implemented through four steps namely

planning, acting, observing and reflecting. For more detail, the design of the research can be presented as follows:

4.2.1 Planning

No	Step Teaching	Teacher's Activity	Done		Students' Activity	Note
			Yes	No		
	Pre-Teaching					
1.	Greeting	The teacher greeted the students - Assalamual akum wr. wb. - Good morning students? How are you today?	✓		Answered the teacher's greeting and questions	There are two students were come late.
2.	Introducing	The teacher introduced me and said: - Well I will introduce herself, her name is Ms. Nur. She is from Muria Kudus university. And I hope you to pay attention in this time because Ms. Nur wants	✓		The students gave attention to the teacher	Almost all of the students saw me and say "Hai".

		to research your class.				
3.	Checking students' attendance list	The teacher checked the students' attendance list one by one by calling the students' name	✓		The students answered the teacher	The students gave respond by rising their hand one by one
4.	Checking the students' readiness by asking some questions	The teacher checked the students readiness by asking: Are you ready to start our class?	✓		The students responded the teacher	Only several students who answered the teacher's question
Main Activity						
Exploration						
1.	Asking some important points of analytical exposition text.	Teachers gave sample of analytical exposition text and ask the students "what text is it?"	✓		The students answered the teacher's question.	All of the students just keep silent.
2.	Explaining the material of analytical exposition text.	The teacher explained the material and wrote the material in the white board	✓		The students gave attention to the teacher's explanation	Around four students did not give attention to the teacher and chat with his friends.
3.	Giving the example of analytical exposition	The teacher showed the example of analytical	✓		The students gave attention to the teacher	Several students could not to analyze the

	text.	exposition and analyzed it			and analyzed it together	sentences
Elaboration						
1.	Showing some snack and drink.	The teacher put present media in the table.	✓		The students saw and gave attention to the present media in the table	Several students talked with other students and be noisy in the class
2.	Asking the students to make a group consist of 4 students each group.	The teacher asked the students to make a group and make a simple sentence using media in the table (every group choose one of the media to help them to make a simple sentence)	✓		The students choose one of the media.	There are some students did not help their friends to make a simple sentence.
3.	Asking students to stop writing.	The teacher asks the students to stop writing and write their sentence in the white board and analyze or correct the sentence.	✓		The students stop their writing activities in group and write their sentence in the whiteboard.	There is one group did not come forward to write their sentence.

4.	Asking students to sit down and listen.	The teacher asks the students to sit, listen, and pay attention what the teacher explain.	✓		The students listen what the teacher says.	All of the students silent.
5.	Giving individual test for students	Teacher asked the students to finish their individually test.	✓		The students finished their test individually	Several students did not do their test individually
Confirmation						
1.	Correcting the students' work and giving feedback.	The teacher gave correction to the students' work	✓		The students gave attention and responded the teacher	The teacher correct the students' work so fast because the time was almost finished
Post- Activity						
1.	Concluding the material	The teacher concluded the material	✓		The students gave attention to the teacher	There were some students who talked with other students
2.	Giving home work from students	The teacher gave homework for students	✓		The students make an analytical exposition text with theme "laptop or handbook"	
3.	Asking the students about the material	The teacher asked the students	✓		The students answer	There were no students gave question

	whether the material is difficult or not	- Any question?				to the teacher
3.	Parting (saying goodbye or greeting)	The teacher greeted by saying: Wassalamualaikum wr. Wb	✓		The students answered the teacher's greeting	Some students still busy with their activities.

In doing the planning, the researcher made lesson plan appropriate with material and indicator of learning by using realia. Then, the researcher also prepared for data analysis during the research process namely observation sheet and achievement test.

4.2.2 Acting

In this step the researcher implement of planning concept. The result of this research includes the implementation of realia and the students' achievement in writing analytical exposition text.

4.2.3 Observing

In observing the researcher used observation sheet to know the teacher's and students' activities in teaching and learning process by using realia. It could be seen from the result of this cycle that it was not in criterion of success. Therefore, the writer wanted to make revision in the next cycle.

4.1.3.3 The Observation Result of the Teachers' and Students' Activities in Teaching and Learning English by Realia to Improve Writing Analytical Exposition Text for the Eleventh Grade Students of SMK Tamansiswa Kudus in the First Meeting of Cycle 1

Based on observation sheet above, it could be seen that there were some problems in the teaching and learning process. There were some unexpected condition happen started from greeting, there were several students were not ready to start their class. There were also some problems in main activity, when the teacher asked the students to choose the correct sentence all of the students gave wrong answer, the correct answer was number two but all of the students chose number one. It means that writing skill still difficult for them. The teacher succeeded to motivate the students that study writing analytical exposition text is easy.

4.1.3.4 The Observation Result of the Teachers' and Students' Activities in Teaching and Learning English By Using Realia to Improve Writing Analytical Exposition Text for the Eelevanth Grade Students of SMK Tamansiswa Kudus in the second meeting of Cycle 1

No	Step Teaching	Teacher's Activity	Done		Students' Activity	Note
			Yes	No		
	Pre-Activity					
1.	Greeting	The teacher greeted the students - Assalamualakum wr. wb. - Good morning students? How are you	✓		Answered the teacher's greeting and questions	All students had come in the class

		today?				
2.	Checking students' attendance list	The teacher checked the students' attendance list one by one by calling the students' name	✓		The students answered the teacher	All of the students gave respond when the teacher called their name one by one
3.	Checking the students' readiness by asking some questions	The teacher checked the students readiness by asking: Did you study last night?	✓		The students responded the teacher	Several students didn't answer the teacher's question
Main Activity						
Exploration						
1.	Asking students about material the previous meeting	- The teacher asked the material the previous meeting	✓		The students answered the teacher's question	Several students just kept silent and only few students who answered the teacher's question. But most of them answer by opening their book
2.	Reviewing the material about analytical exposition	The teacher reviewed the material last week	✓		The students gave attention to the teacher's explanation	Almost of the students gave attention to the teacher

3.	Giving example by using Realia in teaching Analytical exposition text.	The teacher gave the example by using Realia in teaching Analytical exposition text.	✓		The students gave attention	Several students didn't give attention to the teacher
Elaboration						
1.	Dividing the students into 5 groups	The teacher divided the students into 5 groups	✓		The students joined with their group	Students chose their groups by them self, it was spend much time
2.	Giving Analytical exposition text and asking them to analyzed it	The teacher gave Analytical exposition text and asking them to analyze it.	✓		The students with their group analyzed the text	Several students in each group did not did it seriously
3.	Asking students to write their answer in the white board	The teacher asked the leader in each group to write their answer in the white board	✓		The leader in each group wrote their answer in white board	The other students talk each other and make noisy
4.	Guiding students to write Analytical exposition text	The teacher guide the students to write Analytical exposition text	✓		The students gave attention	Most of the students gave respond
5.	Giving individual test for students	The teacher asked the students to write Analytical	✓		The students wrote Analytical exposition	Several students still confused to write Analytical

		exposition text			text individually	exposition text
Confirmation						
1.	Correcting the students' work and giving feedback.	The teacher gave correction to the students' work	✓		The students gave attention and responded the teacher	The teacher correct the students' work so fast
Post- Activity						
1.	Concluding the material	The teacher concluded the material		✓	The students gave attention to the teacher	The teacher didn't do it because time so limit
2.	Asking the students about the material whether the material is difficult or not	The teacher asked the students - Any question?	✓		The students answer	All of the students didn't give question
3.	Parting (saying goodbye or greeting)	The teacher greeted by saying: Wassalamualaikum wr. Wb	✓		The students answered the teacher's greeting	Almost all of the students answered/responded

Based on observation sheet, there were still found unexpected condition, but it was not as often as the first meeting. In addition, the teacher provided the result of students' achievement in writing Analytical exposition text. It could be seen in the following explanation.

4.2.4 The Use of Realia to improve writing Analytical Exposition Text of Eleventh Grade Students of SMK Tamansiswa Kudus in Cycle 1

In this cycle consist of two meetings; the teacher measured the students' writing ability by giving a test. The test was done by the students individually. Here is the result of the use of Realia to improve writing Analytical exposition text of eleventh grade students of SMK Tamansiswa Kudus which can be seen as follow:

Table 4.2.4 The Test Score of The Use of Realia to improve writing Analytical Exposition Text of Eleventh Grade Students of SMK Tamansiswa Kudus in Academic Year 2014/2015 in Cycle 1

STUDENTS' NUMBER	Students' Code	SCORE	Achievement's Category
1.	ARA	75	GOOD
2.	ABF	65	SUFFICIENT
3.	AL	55	POOR
4.	AS	70	GOOD
5.	BM	68	SUFFICIENT
6.	DAV	75	GOOD
7.	DPW	55	POOR
8.	DAR	65	SUFFICIENT
9.	EW	80	EXCELLENT
10.	F	85	EXCELLENT

11.	FA	65	SUFFICIENT
12.	GA	75	GOOD
13.	IH	55	POOR
14.	IS	75	GOOD
15.	MNI	50	POOR
16.	MP	70	GOOD
17.	NFW	55	POOR
18.	ORD	75	GOOD
19.	OR	60	SUFFICIENT
20.	PA	70	GOOD
21.	PJ	75	GOOD
22.	PAK	60	SUFFICIENT
23.	REL	70	GOOD
24.	RRP	60	SUFFICIENT
25.	SFR	75	GOOD
26.	TRA	50	POOR
27.	YTI	70	GOOD
28.	WS	60	SUFFICIENT
29.	ZAL	65	SUFFICIENT
SUM		1928	
AVERAGE		66.48	

The Researcher provided the result of the students' achievement in the use of Realia on the table above. The researcher also calculated the average from the students' score of achievement test of writing skill by using Realia in cycle 1. To look for the average score, the researcher used formula.

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{1928}{29} = 66,5$$

Note

$\bar{X}$ = the average score

$\sum x$ = sum of the whole of score

N = the number of the students

The average of the students' score was 66.5. Beside the average score can be categorized based on the criteria as follows:

SCORE	CRITERIA
80-100	EXCELLENT
70-79	GOOD
56-69	SUFFICIENT
31-55	POOR
0-30	VERY POOR

Table 4.2 the measurement of the students' achievement

Based on the table, the researcher concludes that the average score is **sufficient** because the average score was 66.5. The average score of achievement test of the writing skill by using Realia in cycle 1 was 66.5

Based on the score above, it can be seen that many students still got scores under Passing Grade (KKM). It means that the implementation of the use of Realia to improve writing skill had not made improvement yet. Seeing and considering the result in cycle 1, the researcher decided to continue the action to the next cycle.

4.3 The Result of Cycle 2

Basically, the design of teaching learning of cycle 2 was not far different from those on cycle 1. The average of the students' score was still under passing grade. So, the researcher decided to continue this research to the next cycle.

The action of this cycle was done on Oktober 9nd and 11th 2014. It was followed by the eleventh AP2 (Akuntansi Perkantoran) grade students of SMK Tamansiswa Kudus in the academic year 2014/2015. It consists of 29 students. The result of this research includes the implementation of the use of Realia to improve writing analytical exposition text. The researcher also provided the result in this cycle which can be seen as follows.

4.3.1 The Implementation of the use of Realia to improve Writing Analytical exposition Text of the Eleventh Grade Students of SMK Tamansiswa Kudus in the Ffirst meeting of Cycle 2

In this cycle, the researcher used observation sheet to know the teacher's and students' activity in the implementation of the use of Realia in teaching and learning process. It was almost same with the 1st cycle. But, in cycle 1 the students chose the group by themselves, in cycle 2 the group had been chosen by the teacher. In this cycle the researcher had a quiz for students to make students relax and more active in teaching and learning process. The result of the implementation of the use of Realia to improve writing Analytical exposition text can be seen as follows:

4.3.2 The Observation Result of the Teachers' and Students' Activities in Teaching and Learning English By Using Realia to Improve Writing Analytical exposition text for the eleventh Grade Students of SMK Tamansiswa Kudus in the Ffirst meeting of Cycle 2

No	Step Teaching	Teacher's Activity	Done		Students' Activity	Note
			Yes	No		
	Pre-Activity					
1.	Greeting	The teacher greeted the students - Assalamuala kum wr. wb. - Good morning students? How are you today?	✓		Answered the teacher's greeting and questions	All of students had come in the class
2.	Checking students' attendance list	The teacher checked the students' attendance list one by one by	✓		The students answered the teacher	The students rise their hands when the teacher called their

		calling the students' name				name
3.	Checking the students' readiness by asking some questions	The teacher checked the students readiness by asking: Are you ready to start our class today?	✓		The students responded the teacher	Almost all of the students answer the teacher's question
Main Activity						
Exploration						
1.	Asking students about material the previous meeting	- The teacher asked the material last week	✓		The students answered the teacher's question	Some students answer the teacher's question by opening their book
2.	Reviewing the material about analytical exposition text.	The teacher reviewed the material last week	✓		The students gave attention to the teacher's explanation	Almost all of the students gave attention to the teacher
3.	Giving example by using realia to make an analytical exposition text	The teacher gave the example by using realia to make an analytical exposition text	✓		The students gave attention	Several students did not give attention to the teacher
Elaboration						
1.	Dividing the students	The teacher divided the students into 5	✓		The students joined with	The teacher chose the students'

	into 5 groups	groups			their group	group
2.	Ask the students to make an analytical exposition text with theme (snack, toys car, laptop, etc)	The teacher asks the students to make an analytical exposition text for each.	✓		The students with their group make an analytical exposition text.	Several students in each group did not do it seriously
3.	Giving quis for students (group A,B,C and D)	The teacher gave score for each group who could answer the question in white board	✓		The leader in each group answer the question based on the text quickly	The other students helped the leader to answer the question
4.	Guiding students to write analytical exposition text and explained about analytical exposition text generally	The teacher guide the students to write analytical exposition text explained about analytical exposition text generally	✓		The students gave attention	Most of the students gave respond
Confirmation						
1.	Correcting the students' work and giving feedback.	The teacher gave correction to the students' work	✓		The students gave attention and responded the teacher	The teacher correct the students' work so fast
Post- Activity						

1.	Concluding the material	The teacher concluded the material		✓	The students gave attention to the teacher	The teacher didn't do it because time so limit
2.	Asking the students' difficulties	The teacher asked the students - Any question?	✓		The students answer	All of the students didn't give question
3.	Parting (saying goodbye or greeting)	The teacher greeted by saying: Wassalamualai kum wr. Wb	✓		The students answered the teacher's greeting	Almost all of the students answered/ gave response

The first meeting in cycle 2, the researcher only gave assignment in group by giving quiz because the time didn't enough to give individual assignment. Then, the researcher continue to the second meeting in cycle 2 in order to improve their writing skill especially to improve writing analytical exposition by using Realia. The result of the implementation of Realia in the second meeting in cycle 2 which can be seen as following table.

4.3.3 The Observation Result of the Teachers' and Students' Activities in Teaching and Learning English By Using Realia to Improve writing analytical exposition text in the eleventh Grade Students of SMK Tamansiswa Kudus in the Second meeting of Cycle 2

No	Step Teaching	Teacher's Activity	Done		Students' Activity	Note
			Yes	No		
	Pre-Activity					
1.	Greeting	The teacher	✓		Answered the	All of

		greeted the students - Assalamuala kum wr. wb. - Good morning class? - How are you today?			teacher's greeting and questions	students had come in the class and gave respond
2.	Checking students' attendance list	The teacher checked the students' attendance list one by one by calling the students' name	✓		The students answered the teacher	The students rise their hands when the teacher called their name
3.	Checking the students' readiness by asking some questions	The teacher checked the students readiness by asking: Are you ready to start our class today?	✓		The students responded the teacher	Almost all of the students answer the teacher's question
Main Activity						
Exploration						
1.	Asking students about material the previous meeting	- The teacher asked the material last week (analytical exposition text)	✓		The students answered the teacher's question	Some students answer the teacher's question by opening their book
2.	Reviewing the material about analytical exposition	The teacher asked one of students to make simple analytical exposition text directly in the	✓		The students gave respond	The class very noisy.

1.	Concluding the material	The teacher concluded the material		✓	The students gave attention to the teacher	The teacher didn't do it because time so limit
2.	Asking the students' difficulties	The teacher asked the students - Any question?	✓		The students answer	All of the students didn't give question
3.	Parting (saying goodbye or greeting)	The teacher greeted by saying: Wassalamualai kum wr. Wb	✓		The students answered the teacher's greeting	All of the students gave respond,

Based on the result of observation sheet above described that many students were enthusiastic in teaching and learning process in almost all of the activity. In exploration when The teacher asked the students to make analytical exposition text directly, suddenly the class very noisy. But, finally there is one student want to come forward and write a simple analytical exposition text. It means that most of them had familiar in make and analyze analytical exposition text with their idea using media that can help their imagination. That condition made the students easy to write analytical exposition text by their own word.

4.3.4 The Use of Realia to improve writing Analytical Exposition Text of Eleventh Grade Students of SMK Tamansiswa Kudus in Cycle 2

In this cycle the researcher measured the students' skill to write analytical exposition text. The test was done by the students individually. Here is the result of the use of Realia in writing analytical exposition text of eleventh grade students of SMK Tamansiswa Kudus which can be seen as follow:

**Table 4.3.5 The Test Score of The Use of Realia to improve writing
Analytical Exposition Text of Eleventh Grade Students of SMK
Tamansiswa Kudus in Academic Year 2014/2015 in Cycle 2**

STUDENTS' NUMBER	Students' Code	SCORE	Achievement's Category
1.	ARA	80	EXCELLENT
2.	ABF	80	EXCELLENT
3.	AL	75	GOOD
4.	AS	70	GOOD
5.	BM	80	EXCELLENT
6.	DAV	75	GOOD
7.	DPW	90	EXCELLENT
8.	DAR	75	GOOD
9.	EW	80	EXCELLENT
10.	F	75	GOOD
11.	FA	80	EXCELLENT
12.	GA	80	EXCELLENT
13.	IH	75	GOOD
14.	IS	65	SUFFICIENT
15.	MNI	75	GOOD
16.	MP	80	EXCELLENT
17.	NFW	75	GOOD

18.	ORD	80	EXCELLENT
19.	OR	75	GOOD
20.	PA	80	EXCELLENT
21.	PJ	75	GOOD
22.	PAK	95	EXCELLENT
23.	REL	80	EXCELLENT
24.	RRP	75	GOOD
25.	SFR	80	EXCELLENT
26.	TRA	75	GOOD
27.	YTI	70	GOOD
28.	WS	80	EXCELLENT
29.	ZAL	80	EXCELLENT
SUM		2255	
AVERAGE		77.76	

Students' achievement of the use of Realia to improve writing analytical exposition text on the table above, the researcher also calculated the average from the students' score of achievement test of writing skill by using Realia in cycle 2. To look for the average score, the research used formula.

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{2255}{29} = 77.76$$

Note

$\bar{X}$ = the average score

$\sum x$ = sum of the whole of score

N = the number of the students

The average of the students' score was 77.76. Beside the average score can be categorized based on the criteria as follows:

SCORE	CRITERIA
80-100	EXCELLENT
70-79	GOOD
56-69	SUFFICIENT
31-55	POOR
0-30	VERY POOR

Table 4.7 the measurement of the students' achievement

Based on the table, the researcher concludes that the average score is **Good** because the average score was 77.76. The average score of achievement test of the use of Realia to improve writing analytical exposition text in cycle 2 was 77.76

From the fact above, the students' writing skill increases from test in cycle 1 and cycle 2. It means that the use of Realia can improve students' writing skill.

Based on the table, the researcher concludes that the average score is **good** because the average score was 77.76. The average score of achievement test of the writing skill by using Realia in cycle 2 was 77.76

Based on the score above, it can be seen that many students still got enough scores of (KKM). It means that the implementation of the use of Realia to improve writing skill had not made improvement yet. Seeing and considering the result in cycle 2, the researcher decided to continue the action to the next cycle.

4.4 The Result of Cycle 3

Basically, the design of teaching learning of cycle 3 was not far different from those on cycle 1 and 2, but simple. The average of the students' score was still gratified yet. So, the researcher decided to continue this research to the next cycle.

The action of this cycle was done on December 17nd and 18th 2014. It was followed by the eleventh AP2 (Akuntansi Perkantoran) grade students of SMK Tamansiswa Kudus in the academic year 2014/2015. It consists of 29 students. The result of this research includes the implementation of the use of Realia to improve writing analytical exposition text. The researcher also provided the result in this cycle which can be seen as follows.

4.4.1 The Implementation of the use of Realia to improve Writing Analytical exposition Text of the Eleventh Grade Students of SMK Tamansiswa Kudus in the First meeting of Cycle 3

In this cycle, the researcher used observation sheet to know the teacher's and students' activity in the implementation of the use of Realia in teaching and learning process. It was almost same with the 1st cycle and 2nd cycle. But, in cycle 1 the students chose the group by themselves, in cycle 2 the group had been chosen by the teacher and quiz. In this cycle the researcher was located in school yard and using realia in around them, for example: basket ball, .The result of the implementation of the use of Realia to improve writing Analytical exposition text can be seen as follows:

4.4.2 The Observation Result of the Teachers' and Students' Activities in Teaching and Learning English By Using Realia to Improve Writing Analytical exposition text for the eleventh Grade Students of SMK Tamansiswa Kudus in Cycle 3

No	Step Teaching	Teacher's Activity	Done		Students' Activity	Note
			Yes	No		
	Pre-Activity					
1.	Greeting	The teacher greeted the students - Assalamualakum wr. wb. - Good morning students? How are you today?	✓		Answered the teacher's greeting and questions	All of students had come in the class
2.	Checking students' attendance list	The teacher checked the students' attendance list one by one	✓		The students answered the teacher	The students rise their hands when the teacher

		calling the students' name				called their name
3.	Checking the students' readiness by asking some questions	The teacher checked the students readiness by asking: Are you ready to start our class today?	✓		The students responded the teacher	all of the students answer the teacher's question
Main Activity						
Exploration						
1.	Asking students about material the previous meeting	- The teacher asked the material last week	✓		The students answered the teacher's question	Some students answer the teacher's question by opening their book
2.	Reviewing the material about analytical exposition text.	The teacher reviewed the material last week	✓		The students gave attention to the teacher's explanation	all of the students gave attention to the teacher
3.	Giving example by using realia to make an analytical exposition text	The teacher gave the example by using realia to make an analytical exposition text	✓		The students gave attention	students give attention to the teacher.
Elaboration						
1.	Ask the students	The teacher	✓		The	All of the

1.	Correcting the students' work and giving feedback.	The teacher gave correction to the students' work	✓		The students gave attention and responded the teacher	The teacher correct the students' work so fast
Post- Activity						
1.	Concluding the material	The teacher concluded the material		✓	The students gave attention to the teacher	The teacher didn't do it because time so limit
2.	Asking the students' difficulties	The teacher asked the students - Any question?	✓		The students answer	All of the students didn't give question
3.	Parting (saying goodbye or greeting)	The teacher greeted by saying: Wassalamual aikum wr. Wb	✓		The students answered the teacher's greeting	Almost all of the students answered/ gave response

The meeting in cycle 3, the researcher only gave assignment in individual by giving topic with some clues to make easier for students to write down the text.

Based on the result of observation sheet above described that many students were enthusiastic than before in teaching and learning process in almost all of the activity. In exploration when The teacher asked the students to make analytical exposition text directly, suddenly the class very noisy and in this meeting the students very serious in teaching and learning process than before until the end of class. It means that most of them had familiar and enthusiasm in make and

analytical exposition text with their idea using media that can help their imagination. That condition made the students easy to write analytical exposition text by their own word.

4.4.3 The Use of Realia to improve writing Analytical Exposition Text of Eleventh Grade Students of SMK Tamansiswa Kudus in Cycle 3

In this cycle the researcher measured the students' skill to write analytical exposition text. The test was done by the students individually. Here is the result of the use of Realia in writing analytical exposition text of eleventh grade students of SMK Tamansiswa Kudus which can be seen as follow:

Table 4.4.4 The Test Score of The Use of Realia to improve writing Analytical Exposition Text of Eleventh Grade Students of SMK Tamansiswa Kudus in Academic Year 2014/2015 in Cycle 3

STUDENTS' NUMBER	Students' Code	SCORE	Achievement's Category
1.	ARA	85	EXCELLENT
2.	ABF	85	EXCELLENT
3.	AL	80	EXCELLENT
4.	AS	75	GOOD
5.	BM	80	EXCELLENT
6.	DAV	75	GOOD
7.	DPW	95	EXCELLENT
8.	DAR	80	EXCELLENT

9.	EW	90	EXCELLENT
10.	F	75	GOOD
11.	FA	85	EXCELLENT
12.	GA	85	EXCELLENT
13.	IH	75	GOOD
14.	IS	75	GOOD
15.	MNI	80	EXCELLENT
16.	MP	90	EXCELLENT
17.	NFW	80	EXCELLENT
18.	ORD	85	EXCELLENT
19.	OR	75	GOOD
20.	PA	90	EXCELLENT
21.	PJ	80	EXCELLENT
22.	PAK	100	EXCELLENT
23.	REL	80	EXCELLENT
24.	RRP	75	GOOD
25.	SFR	80	EXCELLENT
26.	TRA	75	GOOD
27.	YTI	90	EXCELLENT
28.	WS	85	EXCELLENT
29.	ZAL	80	EXCELLENT
SUM		2385	

AVERAGE		82,24	
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SCORE

CRITERIA

Students' achievement of the use of Realia to improve writing analytical exposition text on the table above, the researcher also calculated the average from the students' score of achievement test of writing skill by using Realia in cycle 3. To look for the average score, the research used formula.

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{2385}{29} = 82,24$$

Note

X = the average score

$\sum x$ = sum of the whole of score

N = the number of the students

The average of the students' score was 82.24. Beside the average score can be categorized based on the criteria as follows:

80-100	EXCELLENT
70-79	GOOD
56-69	SUFFICIENT
31-55	POOR
0-30	VERY POOR

Table 4.8 the measurement of the students' achievement

Based on the table, the researcher concludes that the average score is **Excellent** because the average score was 82.24. The average score of achievement test of the use of Realia to improve writing analytical exposition text in cycle 3 was 82.24

From the fact above, the students' writing skill increases from test in cycle 1, cycle 2, and cycle 3. It means that the use of Realia can improve students' writing skill.

CHAPTER V

DISCUSSION

In this chapter, the researcher would like to explain about the Implementation of Realia in teaching Analytical exposition text, the improvement of writing skill, and the response of the use of Realia to improve writing analytical exposition text on the eleventh grade students of SMK Tamansiswa Kudus in the academic year 2014/2015.

5.1 The Implementation of Realia in Teaching Writing Analytical exposition text of Eleventh Grade Students of SMK Tamansiswa Kudus in the Academic Year 2014/2015.

There were many activities when doing this research. The activities could be seen in the observation sheet that had been completed by the researcher during learning process when the teacher applied Realia in the class. Based on the observation sheet in the first meeting in cycle 1, There were some unexpected condition happen started from greeting, there were several students were not ready to start their class because some of them still busy to clean the floor and out from their class. There were also some problems in main activity, the teacher gave the example analytical exposition text by using Realia, but some of the students not give attention to the teacher. So, the students get difficulties in making an

analytical exposition text by using realia. It means that all of them weren't familiar about analytical exposition text especially by using Realia.

When the teacher explained the material there were around four students didn't give attention. Then the teacher gave example of analytical exposition text and asked them to analyze but some of them could not analyze it, because they still difficult in understand the material about analytical exposition text. In elaboration activity, when the teacher asked the students to put choose one of media in the table some of them didn't want to do it because they felt shy. Then, the teacher gave individual test but several students didn't do their test individually. It means that some students still confused about analytical exposition text. In post activity there were some students who talked with other students when the teacher concluded the material.

Then, the teacher applied Realia to teach analytical exposition text. In this cycle the teacher had to work hard to explain and to make the students understand about analytical exposition text. In using Realia, when the teacher put some Realia in the table most of them still talk with other and did not to come forward to choose the real media that will they use to help them in making analytical exposition text.

Based on observation sheet in the second meeting in cycle 1, there were still found unexpected condition, but it was not as often as the first meeting. It can be seen from pre activity in greeting all of the students had come in the class and had ready to study English. for unexpected condition can be seen from pre-

activity in Checking the students' readiness by asking some questions, Several students didn't answer the teacher's question because some of them didn't study, they showed they responded by giving smile. In exploration some students didn't give respond when the teacher asked the material the last meeting because some of them forgot and didn't study. Still in exploration, when the teacher gave example by realia in analytical exposition text, several students didn't give attention to the teacher.

The Several problems also found in main activity in exploration. It was noted that several students just kept silent and only few students who answered the teacher's question. But most of them answer by opening their book, it means that most of them forgot and didn't study. Then, the teacher reviewed the material the previous meeting to remind them about analytical exposition text. Here, the teacher gave the example by using Realia in analytical exposition text, so that the students knew how to use Realia as a media in writing analytical exposition text before they wrote analytical exposition text individually.

The elaboration activity, Students chose their groups by themselves, it was spend much time and the teacher divided the students into 5 groups. Several students in each group did not did it seriously when the teacher gave analytical exposition text for each group and asked them to analyze it, around two or three students in each group did it seriously. It means that 5 students in each group inappropriate and gave them apportunited to talk the other topics. Meanwhile, in *writing* activity, several students did cheating with other students.

As the result of observation sheet in cycle 2 showed that the researcher added quiz to make the students more active to answer the question. The result of the observation sheet showed that this cycle there were improvement. In greeting activity all of the students had joined in the class and most of the them gave repond and attention to the teacher. In cycle 2, the researcher only gave assignment in group by giving quiz because the time didn't enough to give individual assignment. Then, the researcher continues to the next meeting in cycle 2 in order to improve their writing skill especially in analytical exposition text.

Based on the result of observation sheet in cycle 2 described that many students were enthusiastic in teaching and learning process in almost all of the activity. In exploration when The teacher asked the students to simple analytical exposition text by using Realia, Almost all of the students could make it. It means that most of them had familiar in make a text by using Realia. That condision made the students easy to write analytical exposition text by their own word.

Having the students had familiar in the use of Realia, the teacher guide the students to make analytical exposition text together with the students in white borad. That activity made the students active to give their opinion to support the text. Based on the result of the research, the researcher concluded that the eleventh grade students of SMK Tamansiswa Kudus in academic year 2014/2015 could be more active in teaching writing analytical exposition by using Realia.

Based on the result of observation sheet in cycle 3 described that many students more enthusiastic than before in teaching and learning process in almost all of the activity. In exploration when The teacher asked the students to simple

analytical exposition text by using Realia, Almost all of the students could make it. It means that most of them had familiar in make a text by using Realia. That condition made the students easy to write analytical exposition text by their own word.

Having the students had familiar in the use of Realia, the teacher guide the students to made analytical exposition text individual with the new topic (about realia around them especially in school yard, for example: basketball, grass, flagpole) then the students make an analytical exposition text in their paper. The teacher also gives students some clues that help them to find a new word or paragraph, such as: the color, interesting part of that realia that she or he likes. That activity made the students active to give their opinion to support the text and in other way, they get new atmosphere (out of class). Based on the result of the research, the researcher concluded that the eleventh grade students of SMK Tamansiswa Kudus in academic year 2014/2015 could be more active in teaching writing analytical exposition by using Realia.

5.2 The Use of Realia to Improve Writing Analytical Exposition text of the eleventh Grade Students of SMK Tamansiswa Kudus in the Academic Year 2014/2015.

According the research finding before the researcher did the first cycle, the researcher found the daily test score used as preliminary data to know about the problem of the research. From the average score of daily test of the eleventh grade students of SMK Tamansiswa Kudus in academic year 2014/2015 was **62.03**. And

it could be categorized **sufficient**. There were students got the score in writing was under KKM, so it was important for the teacher to improve their writing skill.

The researcher choose Realia as media to improve writing skill especially in analytical exposition text of eleventh grade students of SMK Tamansiswa Kudus in academic year 2014/2015. To know the students' writing skill the teacher asked the students to write analytical exposition text. To measure the students' writing skill the researcher used it based on component of scoring guidance. There are five components that used to measure the students' ability; those are content, organization, vocabulary, mechanic and grammar.

5.2.1 Cycle 1

The students who got the lowest score it was because they still got difficulties in doing writing test, especially they were low in grammar, so some students made grammatical mistakes in making sentence or paragraph. They also difficulties in word choice; the vocabulary that was used in producing an analytical exposition text was still limited. Then, the students also found the problem in mechanics writing, 'they still difficult in using punctuation such as "commas, semicolons, capital letters" in writing text. And the last problem that the student got in writing is a content or idea, the students could not write the unity and completeness sentence in paragraph, because the students still confuse when they wrote an analytical exposition text and they missed a part of the generic structure.

There were 29 students in the class and 15 students who got the lowest score was under passing grade (KKM) and 14 students were passed in doing the test in

cycle 1. It happened because it is the first time for the students used new curriculum and the English teacher did not give chance to the students to involve in teaching and learning process. She also always in front of class, it made the students who sit in the backside could do anything they want, like talked with other friends and put their head on the table. The researcher found that 42% students who active in the class. Then, the teacher did not control the students; she just gave the instruction in front of the classroom and the teacher didn't pay attention to the students that sit in the backside. It means that the students' achievement in writing analytical exposition text was still low. So, the students writing skill need to be more improve.

From the test of the students, it could be concluded that the average of the of students' test taught by using Realia of the eleventh grade students of SMK Tamansiswa Kudus in academic year 2014/2015 on the first cycle was **66.5**. And it can be categorized **sufficient**. The highest score which the student got was 85 and the lowest score was 50.

Based on the result of research instrument, the researcher concludes that the teacher should explain more about the material. So the students did not confuse to do it. The teacher must be more creative to make the class more interesting. The teacher should give the students chance to involve in teaching learning process and used games to make students enjoy. Besides that, teacher also designs the lesson plan by improving the students' writing ability.

5.2.2 Cycle 2

Based on the problem of cycle 1, the students still difficulties in grammatical mistakes in making sentence or paragraph, difficulties in grammar, mechanics writing, content or idea. The teacher make a change in teaching and learning process of cycle II to solve the cycle I problem. To invite the students spoke up; teacher also designed the lesson plan to increase the students' activity. The teacher more did interaction to the students, so they felt enjoy followed the teaching learning process in the class. In this cycle the researcher asked to the teacher to used game in teaching and learning process. The teacher used game in teaching and learning process. Most of the students seemed comfortable with their partner and enthusiastic in learning process by using realia in teaching writing analytical exposition text.

Based on the finding in chapter IV, the students' achievement in cycle 1 to cycle 2 was increase. In cycle 2, the result of the students' average score was 77.8. 1 student was got the lowest score and 28 students were passed in doing the second test. The highest score which the student got was 95 and the lowest score was 50. Based on the average score which was gotten by the students, it could be said that the criteria of students' achievement was **good**, but still need improve. The result could be concluded that the students still made some grammatical mistakes and also their still confused in producing an analytical exposition text using realia especially to find the realia by themselves.

The students who got the lowest score it is because they difficulties in doing writing test, especially they were low in grammar, so some students made grammatical mistakes in making sentence or paragraph. Then, the students also

found the problem in mechanics writing, 'they still difficult in using punctuation such as “commas, semicolons, capital letters” in writing text.

5.2.3 Cycle 3

Based on the problem of cycle 2 about grammatical mistakes and also their still confuse in producing an analytical exposition text using realia especially to found the realia by themselves, the researcher asked the teacher to use realia (nature and sport) as a media in teaching and learning process in producing an analytical exposition text.

The researcher had the several suggestions to the teacher to solve the problem about the condition of learning atmosphere. Those were moving the learning process into the field. The teacher gave example about flag pole and the teacher shown the analytical exposition text about flag pole to the students one by one and the students observed the text. Then the students made the text with the same topic with the correct one. When the students still made a mistake the teacher took some notes to revise by them. From action in the cycle 3, the teacher known that the students could overcome their problem in the previous cycle. It meant they could make analytical exposition text appropriately.

The students' achievement in cycle 1 only 14 students were passed in doing the test. It was different from the result in cycle 2. Many students got score more than passing grade and only 1 student were failed and 15 students got excellent score. And in cycle 3, there is no one students that failed. Based on the explanation above the researcher concluded that Realia can improve the writing

analytical exposition text of the eleventh grade students of SMK Tamansiswa Kudus in academic year 2014/2015.

The result of the students' got score 82.24. All of the students were passed in doing the last test. The lowest score was 75 and the highest score which the students got was 100. Based on the average score which was gotten by the students, it could be said that the criteria of students' achievement was **excellent**.

In this cycle the students' problem in producing an analytical exposition text was solved. So, the researcher stopped the cycle in cycle 3.

Table 5.1 the Improvement result of Achievement test

Cycles	Average Score	Percentage	Categorized
Cycle 1	66.5	66.5%	Sufficient
Cycle 2	77.8	77.8%	Good
Cycle 3	82.24	82.24%	Excellent

Based on the table above, it can be summed up that using Realia can improve the writing analytical exposition text of the eleventh grade students of SMK Tamansiswa Kudus in the academic year 2014/2015.

CHAPTER VI

CONCLUSION AND SUGGESTION

6.1 Conclusion

Based on result of the research, the researcher can describe the conclusion as follow:

1. Realia can improve the writing analytical exposition text of the eleventh grade students of SMK Tamansiswa Kudus in academic year 2014/2015. It was shown by the students' achievement in every cycle. The writing skill of the eleventh grade students of SMK Tamansiswa Kudus is taught by using Realia in every cycle can be categorized as follows:
 - a. The average score percentage of the students' writing analytical exposition text in cycle 1 is **66.5%**, so the writing analytical exposition text of the students in cycle 1 is **sufficient**.
 - b. The average score percentage of students' writing analytical exposition text in cycle 2 is **77.8%**, so the writing analytical exposition text of the students in cycle 2 is **Good**. There is an increasing of the average score percentage of the students' writing analytical exposition text between cycle 1 and cycle 2. It is **11.3%**.
 - c. The average score percentage of students' writing analytical exposition text in cycle 3 is **82. 2%**, so the writing analytical exposition text of the students in cycle 3 is **Excellent**. There is an increasing of the

average score percentage of the students' writing analytical exposition text between cycle 2 and cycle 3. It is **4, 4%**.

2. The strengths of using Realia in improving writing analytical exposition text of the eleventh grade students are students more happy in learning activities and make them easier in writing their ideas in writing text. In the other hand the weaknesses of using Realia make students depend to the media given. If they are not given media of Realia, they cannot write their ideas.

6.2 Suggestion

Based on the conclusion above, the researcher would like to give some suggestion dealing with the teaching of writing. Hopefully, the suggestions will be useful for everyone willing to improve the writing skill including teacher, students and other researcher.

1. For the teacher
 - a. Based on the result of the research. The teacher should use appropriate media in teaching and learning process especially by using realia. In this research, the researcher used part of body (hands), snack, foods, drink, chairs, spidol, and picture as realia. Realia is one of the ways to solve that problem. So, the students more enjoy in studying.
 - b. The teacher should use realia in teaching and learning process. It is proven by the researcher that used realia can improve the writing ability especially in writing analytical exposition text. For example: teaching learning process outside of the class.

c. In this research, by using realia the teacher can use the media that easy to find.

2. For the other researcher

The other researcher should explore their competence in choosing kind of appropriate media especially for writing a text if conducting a research.

The use of Realia can be a consideration in conducting a research.



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APPENDICES

Appendix 1

SILABUS SMA/MA

Mata Pelajaran : BAHASA INGGRIS-WAJIB

Kelas : XI

Kompetensi Inti :

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman. 3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya 4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan	Teks lisan dan tulis untuk memberi saran dan tawaran dan responnya <i>Fungsi Sosial</i> - Menjaga hubungan interpersonal dengan guru, teman, dan orang lain - Terbiasa menggunakan ungkapan memberi saran dan tawaran dan meresponnya <i>Ungkapan</i> Saran dan tawaran: <i>Why don't you...</i> <i>What about ...?</i> <i>You should ...</i>	Mengamati - Siswa menyimak/ mendengarkan ungkapan memberi saran dan tawaran dan responnya dengan (ucapan, tekanan kata, intonasi, ejaan) yang tepat, serta sikap santun dan peduli. - Siswa mencoba menirukan pengucapannya dan menuliskan ungkapan yang digunakan. - Siswa belajar mengambil giliran dalam melakukan tindak komunikasi Mempertanyakan (questioning) - Dengan pertanyaan pengarah dari guru, siswa mempertanyakan:	KRITERIA PENILAIAN: - Tingkat ketercapaian fungsi sosial memberi saran dan tawaran dan responnya - Tingkat kelengkapan dan keruntutan struktur teks memberi saran dan tawaran dan responnya - Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi - Kesesuaian format penulisan/ penyampaian CARA PENILAIAN: Unjuk kerja	2 x 2jp	- CD/ Audio/ VCD - Koran/ majalah berbahasa Inggris - Sumber dari internet: www.dailyenglish.com http://amer

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<i>You can</i> <i>Do you need?</i> <i>Unsur kebahasaan</i> (1) Ucapan, tekanan kata, intonasi, (2) Rujukan kata <i>Topik</i> Keteladanan tentang perilaku peduli, kerjasama, dan proaktif	- Fungsi sosial - Ungkapan yang digunakan untuk memberi saran dan tawaran - Penggunaan unsur kebahasaan dari tindakan komunikatif memberi saran dan tawaran dan responnya. Mengeksplorasi • Siswa secara mandiri mencari pengetahuan tambahan tentang tujuan, ungkapan, dan unsur kebahasaan yang digunakan dalam ungkapan memberi dan dan tawaran dan meresponnya • Siswa berlatih menggunakan ungkapan tersebut • Siswa berlatih mengambil giliran dan menggunakan kesantunan dalam berkomunikasi	• Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang memberi saran dan tawaran dan responnya . • Ketepatan menggunakan struktur dan unsur kebahasaan dalam memberi saran dan tawaran serta responnya Pengamatan (observations): • Upaya menggunakan bahasa Inggris untuk memberi saran dan tawaran dan responnya ketika muncul kesempatan.		icane.english.state.gov/files/ae/resource_files - http://learn.english.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		Mengasosiasi - Siswa menganalisis ungkapan untuk menyatakan, memberi, dan menerima saran dan tawaran dengan mengelompokkannya berdasarkan penggunaan. - Dalam kerja kelompok terbimbing, siswa membandingkan ungkapan memberi saran dan tawaran dan responnya yang lain dan mengaitkan dengan berbagai ekspresi yang mungkin digunakan, sesuai konteks penggunaannya. - Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. - Siswa membandingkan cara mengambil giliran dan	- Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. - Kesantunan dan kepedulian dalam melaksanakan komunikasi		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		merespon dengan yang diperoleh dari sumber lain Mengkomunikasikan - Siswa bermain peran memberi saran dan tawaran serta responnya - Siswa menggunakan ungkapan-ungkapan memberi saran dan tawaran dalam konteks komunikasi yang wajar di dalam dan di luar kelas, dalam bentuk percakapan/simulasi dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan serta strategi yang benar dan sesuai dengan konteks. - Siswa membuat 'learning journal'			
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa	Teks lisan dan tulis untuk menyatakan pendapat dan	Mengamati Siswa mendengarkan/menonton	KRITERIA PENILAIAN: Tingkat ketercapaian fungsi social	2 x 2 JP	CD/ Audio/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
pengantar komunikasi International 2.2. Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya. 4.2. Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.	pikiran serta responnya <i>Fungsi Sosial</i> Menjaga hubungan interpersonal dengan guru, teman, dan orang lain <i>Ungkapan</i> menyatakan pendapat/pikiran <i>I think ...</i> <i>I suppose...</i> <i>In my opinion ...</i> <i>Unsur Kebahasaan</i> Ucapan, tekanan kata, intonasi	interaksi menyatakan pendapat dan pikiran serta responnya - Siswa mengikuti interaksi menyatakan pendapat dan pikiran - Siswa menirukan model interaksi menyatakan pendapat dan pikiran - Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menyatakan pendapat dan pikiran (fungsi sosial, struktur teks, dan unsur kebahasaan). Mempertanyakan (questioning) - Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai ungkapan menyatakan pendapat dan pikiran	ungkapan menyatakan pendapat dan pikiran - Tingkat kelengkapan dan keruntutan struktur teks ungkapan menyatakan pendapat dan pikiran - Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi - Kesesuaian format penulisan/ penyampaian CARA PENILAIAN: Unjuk kerja - Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang		VCD - Koran/ majalah berbahasa Inggris - Sumber dari internet: - www.dailyenglish.com - http://americanenglish.state.gov

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. Mengeksplorasi Siswa menyatakan pendapat dan pikiran dengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur. Mengasosiasi - Siswa membandingkan ungkapan menyatakan pendapat dan pikiran yang telah dipelajari dengan yang ada di berbagai sumber lain. - Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam	ungkapan menyatakan pendapat dan pikiran. - Ketepatan menggunakan struktur dan unsur kebahasaan dalam menyatakan pendapat dan pikiran serta responnya Pengamatan (observations): - Upaya menggunakan bahasa Inggris untuk menyatakan dan menanyakan pendapat atau pikiran ketika muncul kesempatan. - Kesungguhan siswa dalam proses pembelajaran di		/files/ae/resource_files - http://learn.englishbristishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		bahasa siswa. Mengkomunikasikan - Siswa menyatakan pikiran dan pendapat dengan bahasa Inggris, di dalam dan di luar kelas. - Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan pendapat dan pikiran dalam jurnal belajar (<i>learning journal</i>).	setiap tahapan. - Kesantunan dan kepedulian dalam melaksanakan komunikasi - Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi		
1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International 2.1.Mengembangkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru	Teks lisan dan tulis untuk menyatakan harapan dan doa serta responnya <i>Fungsi sosial:</i> Menjaga hubungan interpersonal dengan guru, teman, dan orang lain <i>Ungkapan:</i>	Mengamati - Siswa mendengarkan/menonton interaksi ungkapan harapan dan doa - Siswa mengikuti interaksi harapan dan doa - Siswa menirukan model	KRITERIA PENILAIAN: - Tingkat ketercapaian fungsi social ungkapan menyatakan harapan dan doa - Tingkat kelengkapan dan keruntutan struktur teks	2 x 2 JP	- CD/ Audio/ VCD - Koran/ majalah berbahasa

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
dan teman. 3.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan harapan dan doa bersayap (<i>extended</i>), sesuai dengan konteks penggunaannya 4.3 Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan harapan dan doa, bersayap (<i>extended</i>) dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks	harapan dan doa - <i>I hope ...</i> - <i>I wish you all the best. Thank you.</i> Unsur kebahasaan: Ucapan, tekanan kata, intonasi	interaksi harapan dan doa • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi harapan dan doa. (fungsi sosial, struktur teks, dan unsur kebahasaan). Mempertanyakan (questioning) Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai ungkapan harapan dan doa dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. Mengeksplorasi Siswa menyatakan harapan	ungkapan menyatakan harapan dan doa bersayap • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi • Kesesuaian format penulisan/penyampaian CARA PENILAIAN: Unjuk kerja • Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang ungkapan menyatakan harapan dan doa bersayap • Ketepatan dan kesesuaian menggunakan		Inggris • Sumber dari internet: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		dan doa dengan bahasa Inggris dalam konteks <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur. Mengasosiasi - Siswa membandingkan ungkapan harapan dan doa yang telah dipelajari dengan yang ada di berbagai sumber lain. - Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. Mengkomunikasikan - Siswa menyatakan harapan dan doa dalam bahasa Inggris, di dalam dan di luar kelas. - Siswa menuliskan permasalahan penggunaan	struktur dan unsur kebahasaan dalam menyatakan harapan dan doa serta responnya. Pengamatan (observations): - Upaya menggunakan bahasa Inggris untuk menyatakan harapan dan doa ketika muncul kesempatan. - Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. - Kesantunan dan kepedulian dalam melaksanakan komunikasi		sh.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		ungkapan harapan dan doa dalam bahasa Inggris dalam jurnal belajar (<i>learning journal</i>).			
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks undangan resmi, sesuai dengan konteks penggunaannya 4.4 Menangkap makna teks	Teks khusus, lisan dan tulis, berbentuk undangan resmi sederhana <i>Fungsi Sosial</i> Menjagahubungan transaksional dengan orang lain <i>Struktur</i> <i>Salutation</i> - <i>Will/ Could you come with me to the exhibition?</i> - <i>Is it possible for you to attend my birthday party?</i> <i>Closing</i> Unsur kebahasaan:	Mengamati - Siswa mendengarkan berbagai ungkapan yang digunakan guru dalam mengundang secara resmi dari berbagai sumber (a.l. media massa, internet). - Siswa berlatih menentukan gagasan utama, dan informasi rinci - Siswa membacakan contoh-contoh teks mengundang tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar. - Siswa menyalin contoh-contoh teks undangan resmi sesuai dengan aslinya agar menangkap	Kriteria penilaian: - Pencapaian fungsi sosial - Kelengkapan dan keruntutan struktur teks - Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan - Kesesuaian format penulisan/ penyampaian Cara Penilaian: Unjuk kerja - Melakukan <i>role-play</i>	3 x 2 JP	- Berbagai undangan dalam bahasa Inggris - CD/ Audio/ VCD - Koran/ majalah berbahasa Inggris

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
undangan resmi. 4.5 Menyunting undangan resmi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 4.6 Menyusun teks tulis undangan resmi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	(1) Kata dan tata bahasa baku (2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. (3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan (4) Layout (5) Rujukan kata	isi, format dan tata letak penulisan. Mempertanyakan (questioning) - Dengan pertanyaan pengarah dari guru siswa terpancing untuk mempertanyakan tujuan; struktur dan kebahasaan yang digunakan dalam mengundang secara resmi. - Siswa memperoleh pengetahuan tambahan tentang tujuan, struktur teks, dan unsur kebahasaan dalam mengundang secara resmi. Mengeksplorasi - Siswa secara mandiri dan	(bermain peran) mengundang secara resmi - Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan undangan secara resmi Pengamatan (observations) Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah: - Perilaku tanggung jawab, peduli, kerjasama, dan cinta		is - Sumber dari internet: - www.dailyenglish.com - http://americanenglish.state.gov/files/ource_files - http://learnenglish.bri

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		dalam kelompok mencari contoh undangan yang lain dari berbagai sumber - Siswa Mengasosiasi - Siswa menganalisis berbagai macam undangan terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya. - Secara berkelompok siswa mendiskusikan ungkapan yang mereka temukan dari sumber lain. - Siswa menyunting undang yang diambil dari berbagai sumber - Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang	damai, dalam melaksanakan komunikasi - Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. - Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks berisi undangan resmi - Ketepatan dan kesesuaian menggunakan strategi dalam membaca Portofolio - Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog. - Kumpulan karya siswa yang mendukung proses		tishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		di sampaikan dalam kerja kelompok Mengkomunikasikan - Siswa melengkapi teks undangan resmi dan menyampaikannya di depan guru dan teman untuk mendapat feedback. - Siswa berkreasi dalam membuat kliping undangan resmi - Siswa menyunting undang yang diambil dari berbagai sumber - Dengan menggunakan multimedia, siswa membuat kartu undangan - Siswa memperoleh penguatan dari guru dan teman sejawat	penulisan teks undangan resmi berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi Kumpulan hasil tes dan latihan. Penilaian Diri dan Penilaian Sejawat Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa	Surat pribadi sederhana Fungsi Sosial Menjalin hubungan dengan	Mengamati Siswa memperhatikan	Kriteria penilaian: Tingkat ketercapaian	4 x 2 JP	CD/ Audio/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional. 3.5 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks surat pribadi, sesuai dengan konteks penggunaannya 4.7 Menangkap makna teks surat pribadi. 4.8 Menyusun teks surat pribadi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	bertegur sapa dan memberi kabar pribadi kepada teman secara tertulis Memberi informasi kepada teman Struktur Date <i>Salutation: Dear</i> <i>Opening paragraph: Greetings dan mengabarkan keadaan sekarang dan apa yang sedang dilakukan</i> <i>Content: Mengabarkan hal yang sudah/ akan terjadi</i> <i>Closing: Menutup surat dengan harapan untuk bertemu kembali</i> <i>Signature</i> <i>Unsur kebahasaan:</i> Kata dan tata bahasa baku	berbagai surat pribadi yang digunakan guru dari berbagai sumber (a.l. media massa, internet). - Siswa membacakan contoh-contoh surat pribadi tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar. - Siswa menyalin contoh-contoh tersebut sesuai dengan aslinya agar menangkap isi, format dan tata letak penulisan. - Siswa berlatih menentukan gagasan utama, dan informasi rinci Mempertanyakan (questioning) - Dengan pertanyaan pengarahan dari guru	fungsi sosial dalam menyampaikan surat pribadi - Tingkat kelengkapan dan keruntutan struktur teks surat - Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ejaan, dan tulisan tangan - Kesesuaian format penulisan/ penyampaian Cara Penilaian: Pengamatan (observasi) - Upaya menggunakan Bahasa Inggris dalam menulis surat pribadi - Kesungguhan siswa dalam proses		VCD - Koran/ majalah berbahasa Inggris - Sumber dari internet: www.dailyenglish.com http://americanenglish.state.gov

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	- Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. - Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan - Rujukan kata - simple present, simple past, ejaan, ucapan, intonasi, tekanan kata, tanda baca, dan tulisan tangan yang jelas dan rapi	siswa terpancing untuk mempertanyakan - Fungsi Sosial; - Struktur - Unsur kebahasaan yang digunakan dalam surat pribadi. - Siswa mempertanyakan cara menentukan gagasan utama, dan informasi rinci dan informasi tertentu Mengeksplorasi - Siswa secara mandiri dan dalam kelompok mencari contoh surat pribadi yang lain dari berbagai sumber - Siswa berdiskusi menentukan gagasan utama, dan informasi rinci dan informasi tertentu - Siswa menyusun paragraph-paragraph	pembelajaran dalam setiap tahapan - Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi - Ketepatan dan kesesuaian menggunakan strategi dalam membaca Portofolio - Kumpulan catatan kemajuan belajar - Kumpulan karya siswa yang mendukung proses penulisan surat pribadi, berupa: draft, revisi, editing sampai hasil terbaik		/files/ae/resource_files - http://learn.english.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		pendek menjadi surat pribadi. Mengasosiasi - Siswa menganalisis berbagai macam surat pribadi terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya. - Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang disampaikan dalam surat pribadi Komunikasi - Siswa melengkapi surat pribadi sederhana dan	untuk dipublikasi - Kumpulan hasil tes dan latihan. - Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		menyampaikannya di depan guru dan teman untuk mendapat feedback. - Siswa berkreasi dalam menuliskan surat pribadi kepada teman/ guru - Siswa memperoleh penguatan dari guru			
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar 2.3 Mengembangkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual	teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>) <i>Tujuan komunikasi :</i> menyelesaikan pekerjaan, secara lengkap dan urut. <i>Struktur</i> menyebutkan bahan/bagian dari benda yang dipaparkan secara lengkap, serta daftar langkah yang dilakukan <i>Unsur Kebahasaan</i> - simple present tense - imperative, - Nomor yang menyatakan urutan	Mengamati - Siswa membaca/ membacakan/ mendengarkan berbagai macam manual dan tip. - Siswa mengamati tujuan komunikasi, struktur, dan unsur kebahasaan dari teks prosedur yang membaca, membacakan, menonton, dan mendengarkan Mempertanyakan - Dengan pertanyaan pengarah dari guru, siswa mempertanyakan tujuan	Kriteria penilaian: - Pencapaian fungsi sosial - Kelengkapan dan keruntutan struktur teks prosedur - Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan - Kesesuaian format penulisan/ penyampaian Pengamatan (observations) Tujuan	4 x 2 JP	- Manual dari berbagai produk - CD/ Audio/ VCD - Koran/ majalah berbahasa Inggris

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
dan kiat-kiat (<i>tips</i>), sesuai dengan konteks penggunaannya. 4.9 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (<i>tips</i>). 4.10 Menyunting teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	- kata keterangan - ejaan, ucapan, intonasi, tekanan kata, tanda baca, tulisan tangan yang jelas dan rapi.	komunikasi, struktur, dan unsur kebahasaan dari teks prosedur Mengeksplorasi - Siswa berlatih menggunakan kalimat imperative dalam memberikan tip secara lisan dan tulis - Siswa membacakan manual dan tip kepada teman dengan menggunakan unsur kebahasaan yang tepat - Secara individu siswa menyalin beberapa tips Mengasosiasi - Siswa membandingkan beberapa manual dan tips - Dalam kerja kelompok terbimbing siswa membahas tentang masalah yang dihadapi	untuk memberi balikan. Sasaran penilaian adalah: - Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi - Kesungguhan siswa dalam proses pembelajaran di setiap tahapan Portofolio - Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks prosedur berbentuk manual dan tips - Kumpulan karya siswa yang mendukung proses penyuntingan teks		is - Sumber dari internet: - www.dailyenglish.com - http://americanenglish.state.gov/files/americanenglish/files - http://learnenglish.bri

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		pada saat membaca, mendengarkan, dan menuliskan manual dan tips dengan fokus pada tujuan komunikasi, struktur, dan unsur kebahasaan. - Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap permasalahan yang disampaikan dalam kerja kelompok. Mengkomunikasikan - Siswa mempresentasikan beberapa tips yang disalin dari beberapa sumber - Siswa membuat jurnal belajar (<i>learning journal</i>)	prosedur. Kumpulan hasil tes dan latihan. Penilaian Diri dan Penilaian Sejawat Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		tishcouncil.org/en/
1.1 Mensyukuri kesempatan	Tindakan/kegiatan/kejadian tanpa perlu	MENGAMATI	Kriteria penilaian:	3 x 2 JP	CD/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar 2.2 Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. 4.11 Menyusun teks lisan dan tulis, untuk menyatakan dan	menyebutkan pelakunya (Passive Voice) <i>Fungsi Sosial</i> menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya <i>Struktur Teks</i> Insects are considered dangerous animals. Tsunami is caused by earthquake affecting the seabed. <i>Unsur kebahasaan</i> - Kata kerja be (is/ am/ are/ was/ were) dan verb 3rd form. - tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.	- Siswa mendengarkan dan membaca banyak kalimat Passive, dalam berbagai konteks. - Siswa mengikuti interaksi tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya selama proses pembelajaran, dengan bimbingan guru. - Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan struktur Passive - Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan kalimat Passive (fungsi sosial, struktur teks, dan unsur kebahasaan).	- Pencapaian fungsi sosial - Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan - Kelengkapan dan keruntutan struktur teks - Kesesuaian format penulisan/ penyampaian Cara Penilaian: Pengamatan (observations): Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah:		Audi o/ VCD - Koran/ majalah berbahasa Inggris - Sumber dari internet: - www.dailyenglish.com - http://americanenglish

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<i>Topik</i> Berbagai hal terkait dengan kejadian/ kegiatan/ tindakan ilmiah yang tanpa perlu melibatkan pelakunya	MEMPERTANYAKAN Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai kalimat Passive yang ada dalam bahasa Inggris, perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. EKSPERIMEN (Explore) a. Siswa bertanya jawab dengan kalimat Passive dalam bahasa Inggris dalam konteks <i>simulasi</i> dan kegiatan lain yang terstruktur. b. Siswa berusaha menyatakan dan menanyakan dalam bentuk passive dalam bahasa Inggris dalam	- Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi - Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks dalam bentuk passive - Kesungguhan siswa dalam proses pembelajaran di setiap tahapan Portofolio - Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar - Kumpulan hasil tes dan latihan. - Catatan penilaian		h.stat.e.gov/files/ae/re_sourc_e_file_s - http://learn.english.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		proses pembelajaran. MENGASOSIASI - Siswa membandingkan kalimat passive yang telah dipelajari dengan kalimat aktive. - Siswa membandingkan antara kalimat passive dalam bahasa Inggris dengan bahasa ibu atau bahasa Indonesia. KOMUNIKASI - Siswa bertanya jawab dengan kalimat passive dalam bahasa Inggris, di dalam dan di luar kelas. - Siswa berkreasi dengan tulisan ilmiah mereka dengan kalimat passive - Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan kalimat	diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		passive dalam jurnal belajarnya.			
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar 2.2 Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa	Pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang Conditional Sentence <i>Fungsi Sosial</i> Menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang <i>Struktur Teks</i> - <i>If teenagers eat too much fast food, they can easily become overweight.</i> - <i>If you exercise regularly, you will get the benefit physically and mentally</i> <i>Unsur Kebahasaan</i>	MENGAMATI - Siswa mendengarkan dan membaca banyak kalimat pengandaian, dalam berbagai konteks. - Siswa mengikuti interaksi tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang selama proses pembelajaran, dengan bimbingan guru. - Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan pengandaian. - Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan	Kriteria penilaian: - Pencapaian fungsi sosial - Kelengkapan dan keruntutan struktur teks - Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan - Kesesuaian format penulisan/penyampaian Cara Penilaian: Pengamatan (observations): Bukan penilaian formal seperti tes, tetapi untuk	2 x 2 JP	- CD/ Audio/ VCD - Koran/ majalah berbahasa Inggris - Sumber dari internet: www.dailyenglish.com

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
di waktu yang akan datang, sesuai dengan konteks penggunaannya. 4.12 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	- If Clauses dalam simple present - Main Clause dengan modals can/ will <i>Topik:</i> Berbagai hal terkait dengan mengandaikan keadaan/ kejadian/ peristiwa diwaktu yang akan datang	pengandaian (fungsi sosial, struktur teks, dan unsur kebahasaan). MEMPERTANYAKAN Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai pengandaian yang ada dalam bahasa Inggris, perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. Mengeksplorasi - Siswa menyatakan dan menanyakan pengandaian dalam bahasa Inggris dalam konteks <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur. - Siswa berusaha menyatakan dan	tujuan memberi balikan. Sasaran penilaian adalah: - Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi - Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks dalam bentuk <i>pengandaian/ If clause</i> - Kesungguhan siswa dalam proses pembelajaran di setiap tahapan Portofolio - Kumpulan karya		- http://americaneenglish.state.gov/files/ae/research_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		menanyakan tentang pengandaian jika terjadi suatu keadaan/ kejadian/ peristiwa di waktu yang akan datang dalam bahasa Inggris selama proses pembelajaran. Mengasosiasi - Siswa membandingkan ungkapan pengandaian yang telah dipelajari dengan ungkapan-ungkapan lainnya. - Siswa membandingkan antara ungkapan pengandaian dalam bahasa Inggris dengan ungkapan keharusan dalam bahasa ibu atau bahasa Indonesia. Mengkomunikasikan - Siswa menyatakan dan menanyakan pengandaian dalam bahasa Inggris, di dalam dan di luar kelas.	siswa yang mencerminkan hasil atau capaian belajar - Kumpulan hasil tes dan latihan. - Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya.		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		- Siswa berkreasi dengan imajinasi mereka dalam teks pengandaian - Siswa menuliskan permasalahan dalam menggunakan pengandaian dalam bahasa Inggris untuk menyatakan dan menanyakan pengandaian dalam jurnal belajarnya.			
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.9 Menganalisis struktur teks	Teks ilmiah faktual (<i>factual report</i>) lisan dan tulis sederhana tentang benda, binatang dan gejala/peristiwa alam, <i>Fungsi sosial</i> - Mengamati alam - Menulis paparan ilmiah mengenai benda, binatang dan gejala/ peristiwa alam <i>Struktur</i>	Mengamati - Siswa menyimak berbagai contoh/ film ilmiah pendek yang disediakan - Siswa mengamati fungsi sosial, struktur dan unsur kebahasaan teks ilmiah faktual - Siswa berlatih menentukan gagasan utama, dan informasi rinci dan informasi tertentu Mempertanyakan	Kriteria penilaian: - Pencapaian fungsi sosial - Kelengkapan dan keruntutan struktur teks ilmiah faktual - Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan - Kesesuaian format penulisan/	4 x 2 JP	- CD/ Audio/ VCD - Koran/ majalah berbahasa Inggris - Sumber

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (<i>factual report</i>) dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI 4.13 Menangkap makna dalam teks ilmiah faktual (<i>factual report</i>), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.	- Klasifikasi Umum tentang binatang/ benda yang ditulis, e.g. Slow loris is a mammal. It is found in ... It is a nocturnal animal. It is very small with - Penggambaran mengenai bagian, sifat dan tingkah lakunya <i>Unsur kebahasaan</i> - Simple Present - Kata kerja yang menggambarkan binatang/ benda/ gejala alam - Kata sifat - Berbagai kata benda terkait dengan benda/ binatang/ gejala alam yang diamati - ejaan, tanda baca, dan	(questioning) • Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan tujuan, struktur, dan unsur kebahasaan yang digunakan dalam paparan tersebut. • Siswa mempertanyakan cara menemukan gagasan pokok, informasi rinci dari teks faktual report. Mengeksplorasi Siswa mendengarkan/ membaca/membacakan teks ilmiah faktual dengan membandingkan berbagai teks report dengan memperhatikan tujuan, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks.	penyampaian Pengamatan (observations): Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. • Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks ilmiah faktual • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Ketepatan dan kesesuaian		dari internet: - www.dailyenglish.com - http://americanenglish.state.gov/files/aer/source_files - http://learnenglish.britishcouncil.org/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	tulisan tangan dan cetak yang jelas dan rapi. - Rujukan kata	Mengasosiasi • Dalam kerja kelompok terbimbing siswa menganalisis struktur dan unsur bahasa yang ada dalam beberapa teks report. • Siswa mengelompokkan struktur, fungsi sosial dan unsur kebahasaan teks berdasarkan penggunaannya. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis tentang fungsi sosial, struktur, dan unsur kebahasaan dari teks berita yang disampaikan dalam kerja kelompok Komunikasi • Siswa menyalin teks report yang didapatkannya tentang benda, binatang dan gejala alam atau peristiwa lain yang terkait	menggunakan strategi dalam membaca Portofolio • Kumpulan catatan kemajuan belajar • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya Penilaian Diri dan Penilaian Sejawat Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		dengan mata pelajaran lain dan membacaknya di kelas - Siswa menyampaikan laporan berupa catatan (<i>note taking</i>) dari hasil membaca beberapa teks ilmiah faktual. - Membuat learning journal dalam pembelajaran ini. - Pada saat yang sama, antar siswa melakukan penilaian sejawat, tentang teks report yang dihasilkan			
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai,	Teks eksposisi analitis <i>Fungsi Sosial</i> Menyatakan pendapat tentang topik yang hangat dibicarakan secara bertanggung jawab <i>Struktur teks</i> a. Menyebutkan pokok	Mengamati - Siswa menyimak berbagai contoh teks eksposisi analisis yang diberikan/ diperdengarkan guru - Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya - Siswa belajar menemukan	Kriteria penilaian: - Pencapaian fungsi sosial - Kelengkapan dan keruntutan struktur teks eksposisi analitis - Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata,	4 x 2 JP	- CD/ Audio/ VCD - Koran/ majalah berbahasa

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
dalam melaksanakan komunikasi fungsional 3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya. 4.14 Menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum	permasalahan terhadap sesuatu yang hangat dibicarakan b. Menyebutkan pandangan / pendapat mengenai hal tersebut beserta ilustrasi sebagai pendukung c. Diakhiri dengan kesimpulan yang menyatakan kembali pendapat terhadap hal tersebut <i>Unsur Kebahasaan:</i> - Kalimat Simple Present - Conditional Clauses - Modals	gagasan utama, informasi rinci dan informasi tertentu dari teks eksposisi analitis Mempertanyakan (questioning) • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks eksposisi yang ada dalam bahasa Inggris, Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu Mengeksplorasi • Siswa mencari beberapa text eksposisi analitis dari berbagai sumber. • Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu	intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian Pengamatan (observations): Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah: • Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks eksposisi analitis • Kesungguhan siswa		Inggris • Sumber dari internet: - www.dailyenglish.com - http://americanenglish.state.gov/files/aer/source_files - http://learn

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		- Siswa secara berkelompok menuliskan /menyalin teks eksposisi analitis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut - Siswa membacakan teks eksposisi kepada teman dengan menggunakan unsur kebahasaan yang tepat Mengasosiasi - Secara berpasangan siswa menganalisis beberapa teks eksposisi dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan - Siswa memperoleh balikan (<i>feedback</i>) dari	dalam proses pembelajaran dalam setiap tahapan - Ketepatan dan kesesuaian menggunakan strategi dalam membaca Portofolio - Kumpulan catatan kemajuan belajar - Kumpulan hasil tes dan latihan. - Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya Penilaian Diri dan Penilaian Sejawat Bentuk: diary, jurnal,		english.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. Mengkomunikasikan - Siswa membuat laporan berupa catatan hasil membaca dan mendengarkan - Berkelompok, siswa bertukar cerita tentang teks eksposisi dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. - Siswa mempresentasikannya di kelas - Membuat laporan evaluasi diri secara tertulis tentang pengalaman masing-masing dalam mencari teks eksposisi selama	format khusus, komentar, atau bentuk penilaian lain		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		proses pembelajaran di dalam dan di luar kelas, termasuk kendala yang dialami. Siswa membuat 'learning journal'			
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.11 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks biografi pendek dan sederhana tentang tokoh terkenal, sesuai dengan konteks	Teks biografi pendek dan sederhana tentang tokoh terkenal <i>Fungsi Sosial</i> Meneladani, membanggakan, bertindak teratur, teliti dan disiplin, melaporkan <i>Struktur</i> a. Menyebutkan tindakan/peristiwa/kejadian secara umum b. Menyebutkan urutan tindakan/kejadian/peristiwa secara kronologis, dan runtut	Mengamati - Siswa menyimak berbagai contoh teks biografi yang diberikan/ diperdengarkan guru secara santun dan tanggung jawab. - Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya - Siswa mengamati keteladanan dari teks biografi yang dipelajari. - Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda Mempertanyakan	Kriteria penilaian: - Pencapaian fungsi sosial - Kelengkapan dan keruntutan struktur teks - Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan - Kesesuaian format penulisan/ penyampaian Pengamatan (observations): Sasaran penilaian	4 x 2 JP	- CD/ Audio/ VCD - Koran/ majalah berbahasa Inggris - Sumber dari internet: - www

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
penggunaannya. 4.15 Menangkap makna teks biografi pendek dan sederhana tentang tokoh terkenal	c. Jika perlu, ada kesimpulan umum. <i>Unsur Kebahasaan</i> - Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian/peristiwa yang sedang banyak dibicarakan. - Simple, Continuous, Perfect tense - Penyebutan kata benda - Modal auxiliary verbs	(questioning) • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks biografi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. • Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu Mengeksplorasi • Siswa mencari beberapa text biografi dari berbagai sumber. • Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu • Siswa melengkapi	adalah: • Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks biografi • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Ketepatan dan kesesuaian menggunakan strategi dalam membaca Portofolio • Kumpulan catatan kemajuan belajar		daily.english.com - http://americanenglish.state.gov/files/resource_files/learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		rumpang dari beberapa teks biografi sederhana - Siswa secara berkelompok menuliskan /menyalin teks biografi dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut - Siswa membacakan teksbiografit kepada teman dengan menggunakan unsur kebahasaan yang tepat Mengasosiasi - Secara berpasangan siswa menganalisis beberapa teks biografi dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan - Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang	- Kumpulan hasil tes dan latihan. - Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya Penilaian Diri dan Penilaian Sejawat Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain.		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		hasil analisis yang disampaikan dalam kerja kelompok. Mengkomunikasikan - Siswa menceritakan kembali teks biografi sederhana tentang keteladanan dari tokoh terkenal dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. - Siswa membuat kliping teks biografi dengan menyalin dan beberapa sumber. - Membuat laporan evaluasi diri secara tertulis tentang pengalaman masing-masing dalam mencari teks biografi selama proses pembelajaran di dalam dan di luar kelas, termasuk kendala yang			

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		dialami. Siswa membuat 'learning journal'			
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar 2.2 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.12 Menyebutkan fungsi sosial dan kebahasaan dalam lagu 4.16 Menangkap pesan dalam lagu	Lagu <i>Fungsi sosial</i> Menghibur, mengungkapkan perasaan, mengajarkan pesan moral <i>Unsur kebahasaan</i> - Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu. - Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. - Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan <i>Topik</i> Keteladanan tentang perilaku yang	Mengamati - Siswa mendengarkan lagu yang diperdengarkan - Siswa menirukan model secara terbimbing. - Siswa mempertanyakan cara menemukan informasi rinci dan kesimpulan dari lagu tersebut Mempertanyakan (questioning) - Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan pesan yang disampaikan dari lagu - Siswa mempertanyakan	Pengamatan (observations): Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah: - kesantunan saat melakukan tindakan - Perilaku tanggung jawab, peduli, kerjasama dan cinta damai - Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan - Ketepatan dan kesesuaian dalam pengucapan dan	2 x 2 JP	- CD/ Audio/ VCD - Koran/ Majalah berbahasa Inggris - Buku lagu bahasa Inggris - Sumber dari internet

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	menginspirasi.	cara menemukan informasi rinci dan kesimpulan dari lagu tersebut Mengeksplorasi - Siswa melengkapi rumpang pada lagu tersebut dengan ungkapan yang benar sesuai dengan model yang dipelajari - Siswa membacakan teks lagu dengan pengucapan dan tekanan kata yang tepat - Siswa berdiskusi tentang pesan lagu yang didengar Mengasosiasi - Secara individu siswa membandingkan pesan yang terdapat dalam beberapa lagu yang dibaca/didengar	penyalinan lirik lagu Portofolio - Kumpulan kemajuan siswa berupa kumpulan lagu yang disalin dengan tulisan tangan beserta kesan terhadap lagu - kumpulan hasil tes dan latihan. - Catatan atau rekaman penilaian diri dan - penilaian sejawat, berupa komentar atau cara penilaian lainnya		net: www.dailyenglish.com http://americanelish.state.gov/files/eresourcefile http://leamenhlish.britishc

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		- Siswa membuat kumpulan lagu- lagu yang bertema perdamaian dengan menyalin - Siswa mengaitkan syair lagu dengan ungkapan yang sudah dipelajari Mengkomunikasikan - Siswa mendemonstrasikan kemahiran mereka menyanyikan lagu tersebut dengan pengucapan dan tekanan kata yang benar. - Siswa melaporkan kumpulan lagu yang sudah dianalis pesan di dalam lugu-lagu tersebut - Antar siswa melakukan penilaian terhadap kumpulan lagu yang dibuat.			oun.cil.org/en/

Appendix 2

LESSON PLAN 1

School : SMK Tamansiswa

Class : Administrasi Perkantoran 2 (AP 2)

Subject : English

Aspect/Skill : Writing

Topic : Things in my bag

Grade : X1

Time : 2 Meeting (2x45 minutes)

A. Standard Competence

Communicating with the equivalent English Elementary Level

B. Basic Competence

3.10 analyzing social functions, text structure, and linguistic elements of analytical exposition text about hot topic discussed generally, according to the context of its use.

C. Indicators

1. Make the thesis statement.
2. Make some arguments to support the thesis statement.
3. Produce an analytical exposition text.

D. Learning Objectives

After learning the material, the students are able to:

1. Make the thesis statement.
2. Make some arguments to support the thesis statement.
3. Produce an analytical exposition text.

E. Learning Material

ANALYTICAL EXPOSITION TEXT

Analytical Exposition is kind of text which consist into the kinds Argument. Text dimana teks tersebut berisi tentang pemikiran terperinci penulis tentang sebuah fenomena yang ada di sekitar. Fungsi sosial dari teks Analytical Exposition adalah untuk meyakinkan pembaca bahwa topik yang dihadirkan adalah topik yang penting untuk dibahas atau mendapat perhatian dengan cara pemberian argument-argument atau pendapat-pendapat yang mendukung main idea atau topik tersebut.

➤ **Generic Structure Analytical Exposition (Struktur Umum)**

Generic Structure teks Analytical Exposition terdiri dari tiga bagian yaitu:

1. Thesis

Dalam bagian Thesis, penulis mengenalkan tentang topik atau main idea yang akan dibahas. Thesis selalu berada di paragraph pertama dalam teks Analytical Exposition.

2. Argument

Dalam bagian ini penulis menghadirkan argumen-argumen atau pendapat-pendapat yang mendukung main idea penulis, biasanya dalam sebuah teks Analytical Exposition terdapat lebih dari dua argumen. Semakin banyak argumen yang ditampilkan semakin percaya pembaca bahwa topik yang dibahas oleh penulis adalah topik yang sangat penting atau membutuhkan perhatian.

3. Reiteration/ Conclusion

Bagian ini merupakan bagian penutup dari sebuah teks Analytical Exposition yang selalu terletak di akhir paragraph. Reiteration berisi penulisan kembali atau penempatan kembali main idea yang terdapat di paragraph pertama. Reiteration juga biasa disebut dengan conclusion.

➤ **Language Features Analytical Exposition (Kebahasaan)**

Dalam sebuah Analytical Exposition Text, terdapat beberapa ciri-ciri kebahasaan seperti di bawah ini, yaitu:

- a. Menggunakan simple present
- b. Menggunakan relational process
- c. Menggunakan internal conjunction
- d. Menggunakan casual conjunction

F. Learning Method

EEC (Elaboration, Explanation and Confirmation)

G. Steps of Learning

No	Step Teaching	Teacher's Activity	Students' Activity
	Pre-Teaching		
1.	Greeting	The teacher greeted the students - Assalamualakum wr. wb. - Good morning students? How are you today?	Answered the teacher's greeting and questions
2.	Introducing	The teacher introduced me and said: - Well I will introduce herself, her name is Ms. Nur. She is from Muria Kudus university. And I hope you to pay attention in this time because Ms. Nur wants to research your class.	The students gave attention to the teacher
3.	Checking students' attendance list	The teacher checked the students' attendance list one by one by calling the	The students answered the teacher

		students' name	
4.	Checking the students' readiness by asking some questions	The teacher checked the students readiness by asking: Are you ready to start our class?	The students responded the teacher
Main Activity			
Exploration			
1.	Asking some important points of analytical exposition text.	Teachers gave sample of analytical exposition text and ask the students "what text is it?"	The students answered the teacher's question.
2.	Explaining the material of analytical exposition text.	The teacher explained the material and wrote the material in the white board	The students gave attention to the teacher's explanation
3.	Giving the example of analytical exposition text.	The teacher showed the example of analytical exposition and analyzed it	The students gave attention to the teacher and analyzed it together
Elaboration			
1.	Showing newspaper, hand book, laptop, toys car.	The teacher put present media in the table.	The students saw and gave attention to the present media in the table
2.	Asking the students to make a group consist of 4 students each group.	The teacher asked the students to make a group and make a simple sentence using media in the table (every group choose one of the media to help them to make a simple sentence)	The students choose one of the media.
3.	Asking students to stop writing.	The teacher asks the students to stop writing and write their sentence in the white board and	The students stop their writing activities in group and write their sentence in the

		analyze or correct the sentence.	whiteboard.
4.	Asking students to sit down and listen.	The teacher asks the students to sit, listen, and pay attention what the teacher explain.	The students listen what the teacher says.
5.	Giving individual test for students	Teacher asked the students to finish their individually test.	The students finished their test individually
Confirmation			
1.	Correcting the students' work and giving feedback.	The teacher gave correction to the students' work	The students gave attention and responded the teacher
Post- Activity			
1.	Concluding the material	The teacher concluded the material	The students gave attention to the teacher
2.	Giving home work from students	The teacher gave homework for students	The students make an analytical exposition text with theme "laptop or handbook"
3.	Asking the students about the material whether the material is difficult or not	The teacher asked the students - Any question?	The students answer
3.	Parting (saying goodbye or greeting)	The teacher greeted by saying: Wassalamualaikum wr. Wb	The students answered the teacher's greeting

H. Learning Source

- a. Internet
- b. Dictionary
- c. LKS

Kudus, 28 September 2014

Approved by,
English Teacher

the Researcher

Arsyatriani, S.Pd

Siti Nur sa'adah



Please write your opinion about picture below!

1. Do you know what the picture is?



2. What do you usually use it for?
3. What is your opinion if people don't have hands?
4. Based on the picture above, please make a simple analytical exposition text?

LESSON PLAN 2

School : SMK Tamansiswa
Class : Administrasi Perkantoran 2 (AP 2)
Subject : English
Aspect/Skill : Writing
Topic : Healthy and unhealthy food
Grade : X1
Time : 2 Meeting (2x45 minutes)

C. Standard Competence

Communicating with the equivalent English Elementary Level

D. Basic Competence

3.10 analyzing social functions, text structure, and linguistic elements of analytical exposition text about hot topic discussed generally, according to the context of its use.

C. Indicators

1. Make the thesis statement.
2. Make some arguments to support the thesis statement.
3. Produce an analytical exposition text.

E. Learning Objectives

After learning the material, the students are able to:

1. Make the thesis statement.
2. Make some arguments to support the thesis statement.

3. Produce an analytical exposition text.

E. Learning Material

ANALYTICAL EXPOSITION TEXT

An analytical exposition is a type of spoken or written text that is intended to persuade the listeners or readers that something is the case. To make the persuasion stronger, the speaker or writer gives some arguments as the fundamental reason why something is the case.

➤ **Generic Structure Analytical Exposition (Struktur Umum)**

Generic Structure teks Analytical Exposition terdiri dari tiga bagian yaitu:

1. Thesis

Dalam bagian Thesis, penulis mengenalkan tentang topik atau main idea yang akan dibahas. Thesis selalu berada di paragraph pertama dalam teks Analytical Exposition.

2. Argument

Dalam bagian ini penulis menghadirkan argumen-argumen atau pendapat-pendapat yang mendukung main idea penulis, biasanya dalam sebuah teks Analytical Exposition terdapat lebih dari dua argumen. Semakin banyak argumen yang ditampilkan semakin percaya pembaca bahwa topik yang dibahas oleh penulis adalah topik yang sangat penting atau membutuhkan perhatian.

3. Reiteration/ Conclusion

Bagian ini merupakan bagian penutup dari sebuah teks Analytical Exposition yang selalu terletak di akhir paragraph. Reiteration berisi penulisan kembali atau penempatan kembali main idea yang terdapat di paragraph pertama. Reiteration juga biasa disebut dengan conclusion.

➤ **Language Features Analytical Exposition (Kebahasaan)**

In Analytical Exposition Text, there are some language features, that is:

- a. use simple present
- b. use relational process
- c. use internal conjunction
- d. use casual conjunction

Example 1:



Delicious foods

Thesis

There is a place that sale some food which is very famous among the students of SMK Tamansiswa Kudus. Many students want to buy and eat that food and snack, because the price is cheap and delicious for them. Even, many teachers want to eat some foods there. Because in SMK Tamansiswa kudus didn't have canteens, so that place is canteen for them. I personally believe that canteens are among humanity's most important institutions for several reasons.

Arguments 1

Firstly, they want to eat in front of their school, such as: bakso bakar, bakso kuah, some snack, molen, sosis. And also some drinks, that is juice, ice tea, and etc.

Arguments 2

The seller is also know pocket money the students that barely enough and no more. So, the cost in seller front of school is cheap. So that students can eat with cheap price. We usually eat soto, menduan and ice tea, and they just paid only 4.000 rupiahs.

Arguments 3

In addition, many place of food around SMK Tamansiswa Kudus. But, just in front of school is friendly. The other, i think that just the opposite.

Conclusion

From the facts above we conclude the canteens are important institution for students.

I. Learning Method

EEC (Elaboration, Explanation and Confirmation)

J. Steps of Learning

No	Step Teaching	Teacher's Activity	Students' Activity
	Pre-Activity		
1.	Greeting	The teacher greeted the students - Assalamualakum wr. wb. - Good morning students? How are you today?	Answered the teacher's greeting and questions
2.	Checking students' attendance list	The teacher checked the students' attendance list one by one by calling the students' name	The students answered the teacher
3.	Checking the students' readiness by asking some questions	The teacher checked the students readiness by asking: Are you ready to start our class today?	The students responded the teacher
Main Activity			
Exploration			
1.	Asking students about material the previous meeting	- The teacher asked the material last week	The students answered the teacher's question
2.	Reviewing the material about analytical exposition text.	The teacher reviewed the material last week	The students gave attention to the teacher's explanation

3.	Giving example by using realia to make an analytical exposition text	The teacher gave the example by using realia to make an analytical exposition text	The students gave attention
Elaboration			
1.	Dividing the students into 5 groups	The teacher divided the students into 5 groups	The students joined with their group
2.	Ask the students to make an analytical exposition text with theme (newspaper, toys car, laptop, etc)	The teacher asks the students to make an analytical exposition text for each.	The students with their group make an analytical exposition text.
3.	Giving quiz for students (group A,B,C and D)	The teacher gave score for each group who could answer the question in white board	The leader in each group answer the question based on the text quickly
4.	Guiding students to write analytical exposition text and explained about analytical exposition text generally	The teacher guide the students to write analytical exposition text explained about analytical exposition text generally	The students gave attention
Confirmation			
1.	Correcting the students' work and giving feedback.	The teacher gave correction to the students' work	The students gave attention and responded the teacher
Post- Activity			
1.	Concluding the material	The teacher concluded the material	The students gave attention to the teacher
2.	Asking the students' difficulties	The teacher asked the students - Any question?	The students answer

3.	Parting (saying goodbye or greeting)	The teacher greeted by saying: Wassalamualaikum wr. Wb	The students answered the teacher's greeting
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K. Learning Source

- a. Internet
- b. Dictionary
- c. LKS

Kudus, 28 Agustus 2014

Approved by,
English Teacher

the Researcher

Arsyatriani, S.Pd

Siti Nur sa'adah



STUDENTS' WORK SHEET

Read the text and identify the generic structures of the text!

The Unhealthy Fast Food

Fast food nowadays is considered a normal eating venture. People are not just eating out on special occasions or weekends anymore. It means that all the time they mostly eat fast foods, however is fast food is good for healthy?

Fast food has its popularity in the 1940's. Within in few years, fast food operations popped up everywhere. With the compelling rise in fast food restaurants since the 1940's, oddly it started the rise in obesity and cancer during the same time period.

Fast food is highly processed with a wide array of additives. To ensure fast food's low cost, the fast food products are made with highly processed ingredients to give it shelf-life, to hold consistency, and to enhance flavor. Fast food is altered from its original healthy from.

It is not calories in fast food which damage health and waistline. It is the chemical additives such as aspartame and MSG (monosodium glutamate). Studies show that the chemical additives lead to weight and disease issues.

So, there is absolutely nothing nutritional about fast food. Fast food simply feeds hunger and craving.

Thesis	
Argument 1	
Argument 2	
Conclusion	

LESSON PLAN 3

School : SMK Tamansiswa
Class : Administrasi Perkantoran 2 (AP 2)
Subject : English
Aspect/Skill : Writing
Topic : Nature and sport
Grade : X1
Time : 2 Meeting (2x45 minutes)

E. Standard Competence

Communicating with the equivalent English Elementary Level

F. Basic Competence

3.10 analyzing social functions, text structure, and linguistic elements of analytical exposition text about hot topic discussed generally, according to the context of its use.

C. Indicators

1. Make the thesis statement.
2. Make some arguments to support the thesis statement.
3. Produce an analytical exposition text.

F. Learning Objectives

After learning the material, the students are able to:

1. Make the thesis statement.
2. Make some arguments to support the thesis statement.

3. Produce an analytical exposition text.

E. Learning Material

Analytical Exposition is kind of text which consist into the kinds Argument.

➤ Generic Structure Analytical Exposition (Struktur Umum)

Generic Structure teks Analytical Exposition terdiri dari tiga bagian yaitu:

1. Thesis

Dalam bagian Thesis, penulis mengenalkan tentang topik atau main idea yang akan dibahas. Thesis selalu berada di paragraph pertama dalam teks Analytical Exposition.

2. Argument

Dalam bagian ini penulis menghadirkan argumen-argumen atau pendapat-pendapat yang mendukung main idea penulis, biasanya dalam sebuah teks Analytical Exposition terdapat lebih dari dua argumen. Semakin banyak argumen yang ditampilkan semakin percaya pembaca bahwa topik yang dibahas oleh penulis adalah topik yang sangat penting atau membutuhkan perhatian.

3. Reiteration/ Conclusion

Bagian ini merupakan bagian penutup dari sebuah teks Analytical Exposition yang selalu terletak di akhir paragraph. Reiteration berisi penulisan kembali atau penempatan kembali main idea yang terdapat di paragraph pertama. Reiteration juga biasa disebut dengan conclusion.

➤ Language Features Analytical Exposition (Kebahasaan)

In Analytical Exposition Text, there are some language features, that is:

- a. use simple present
- b. use relational process
- c. use internal conjunction
- d. use casual conjunction

L. Learning Method

EEC (Elaboration, Explanation and Confirmation)

M. Steps of Learning

No	Step Teaching	Teacher's Activity	Students' Activity
	Pre-Activity		

1.	Greeting	The teacher greeted the students - Assalamualakum wr. wb. - Good morning students? How are you today?	Answered the teacher's greeting and questions
2.	Checking students' attendance list	The teacher checked the students' attendance list one by one by calling the students' name	The students answered the teacher
3.	Checking the students' readiness by asking some questions	The teacher checked the students readiness by asking: Are you ready to start our class today?	The students responded the teacher
Main Activity			
Exploration			
1.	Asking students about material the previous meeting	- The teacher asked the material last week	The students answered the teacher's question
2.	Reviewing the material about analytical exposition text.	The teacher reviewed the material last week	The students gave attention to the teacher's explanation
3.	Giving example by using realia to make an analytical exposition text	The teacher gave the example by using realia to make an analytical exposition text	The students gave attention
Elaboration			
1.	Ask the students to make an analytical exposition text with realia around them (grass, flagpole, basketball)	The teacher asks the students to make an analytical exposition text for all of students in individual.	The students make an analytical exposition text.
2.	Giving clues that can he or she writes.	The teacher write clues in the small white board, such as: the color, the benefit, and what for.	The students continued their writing.

3.	Guiding students to write analytical exposition text and explained about analytical exposition text generally	The teacher guide the students to write analytical exposition text explained about analytical exposition text generally	The students gave attention
4.	The teacher take 1 text that the students write	The teacher writes down text in the white board and analyzes that text with the students.	The students pay attention to the teacher.
Confirmation			
1.	Correcting the students' work and giving feedback.	The teacher gave correction to the students' work	The students gave attention and responded the teacher
Post- Activity			
1.	Concluding the material	The teacher concluded the material	The students gave attention to the teacher
2.	Asking the students' difficulties	The teacher asked the students - Any question?	The students answer
3.	Parting (saying goodbye or greeting)	The teacher greeted by saying: Wassalamualaikum wr. Wb	The students answered the teacher's greeting

N. Learning Source

- a. Internet
- b. Dictionary
- c. LKS

Kudus, 28 Agustus 2014

Approved by,
English Teacher

the Researcher

Arsyatriani, S.Pd

Siti Nur sa'adah



Appendix 3

OBSERVATION SHEET CYCLE 1

First Meeting

No	Step Teaching	Teacher's Activity	Done		Students' Activity	Note
			Yes	No		
	Pre-Teaching					
1.	Greeting	The teacher greeted the students - Assalamualaku m wr. wb. - Good morning students? How are you today?	✓		Answered the teacher's greeting and questions	There are two students were come late.
2.	Introducing	The teacher introduced me and said: - Well I will introduce herself, her name is Ms. Nur. She is from Muria Kudus university. And I hope you to pay attention in this time because Ms. Nur wants to research your class.	✓		The students gave attention to the teacher	Almost all of the students saw me and say "Hai".
3.	Checking students' attendance	The teacher checked the students'	✓		The students answered the	The students gave

	list	attendance list one by one by calling the students' name			teacher	respond by rising their hand one by one
4.	Checking the students' readiness by asking some questions	The teacher checked the students readiness by asking: Are you ready to start our class?	✓		The students responded the teacher	Only several students who answered the teacher's question
Main Activity						
Exploration						
1.	Asking some important points of analytical exposition text.	Teachers gave sample of analytical exposition text and ask the students "what text is it?"	✓		The students answered the teacher's question.	All of the students just keep silent.
2.	Explaining the material of analytical exposition text.	The teacher explained the material and wrote the material in the white board	✓		The students gave attention to the teacher's explanation	Around four students did not give attention to the teacher and chat with his friends.
3.	Giving the example of analytical exposition text.	The teacher showed the example of analytical exposition and analyzed it	✓		The students gave attention to the teacher and analyzed it together	Several students could not to analyze the sentences
Elaboration						

1.	Showing some snack and drink.	The teacher put present media in the table.	✓		The students saw and gave attention to the present media in the table	Several students talked with other students and be noisy in the class
2.	Asking the students to make a group consist of 4 students each group.	The teacher asked the students to make a group and make a simple sentence using media in the table (every group choose one of the media to help them to make a simple sentence)	✓		The students choose one of the media.	There are some students did not help their friends to make a simple sentence.
3.	Asking students to stop writing.	The teacher asks the students to stop writing and write their sentence in the white board and analyze or correct the sentence.	✓		The students stop their writing activities in group and write their sentence in the whiteboard.	There is one group did not come forward to write their sentence.
4.	Asking students to sit down and listen.	The teacher asks the students to sit, listen, and pay attention what the teacher explain.	✓		The students listen what the teacher says.	All of the students silent.
5.	Giving individual test for students	Teacher asked the students to finish their individually test.	✓		The students finished their test individually	Several students did not do their test individually
Confirmation						

1.	Correcting the students' work and giving feedback.	The teacher gave correction to the students' work	✓		The students gave attention and responded the teacher	The teacher correct the students' work so fast because the time was almost finished
Post- Activity						
1.	Concluding the material	The teacher concluded the material	✓		The students gave attention to the teacher	There were some students who talked with other students
2.	Giving home work from students	The teacher gave homework for students	✓		The students make an analytical exposition text with theme "laptop or handbook"	
3.	Asking the students about the material whether the material is difficult or not	The teacher asked the students - Any question?	✓		The students answer	There were no students gave question to the teacher
3.	Parting (saying goodbye or greeting)	The teacher greeted by saying: Wassalamualaikum wr. Wb	✓		The students answered the teacher's greeting	Some students still busy with their activities.

Second Meeting

No	Step Teaching	Teacher's Activity	Done		Students' Activity	Note
			Yes	No		
	Pre-Activity					
1.	Greeting	The teacher greeted the students - Assalamuala kum wr. wb. - Good morning students? How are you today?	✓		Answered the teacher's greeting and questions	All of students had come in the class
2.	Checking students' attendance list	The teacher checked the students' attendance list one by one by calling the students' name	✓		The students answered the teacher	All of the students gave respond when the teacher called their name one by one
3.	Checking the students' readiness by asking some questions	The teacher checked the students readiness by asking: Did you study last night?	✓		The students responded the teacher	Several students didn't answer the teacher's question
Main Activity						
Exploration						
1.	Asking students about material the previous meeting	- The teacher asked the material the previo	✓		The students answered the teacher's question	Several students just kept silent and only few students who answered the teacher's

		us meetin g				question. But most of them answer by opening their book
2.	Reviewing the material about analytical exposition	The teacher reviewed the material last week	✓		The students gave attention to the teacher's explanation	Almost of the students gave attention to the teacher
3.	Giving example by using Realia in teaching Analytical exposition text.	The teacher gave the example by using Realia in teaching Analytical exposition text.	✓		The students gave attention	Several students didn't give attention to the teacher
Elaboration						
1.	Dividing the students into 5 groups	The teacher divided the students into 5 groups	✓		The students joined with their group	Students chose their groups by them self, it was spend much time
2.	Giving Analytical exposition text and asking them to analyzed it	The teacher gave Analytical exposition text and asking them to analyze it.	✓		The students with their group analyzed the text	Several students in each group did not did it seriously
3.	Asking students to write their answer in the white board	The teacher asked the leader in each group to write their answer in the white board	✓		The leader in each group wrote their answer in white board	The other students talk each other and make noisy
4.	Guiding students to	The teacher guide the	✓		The students gave	Most of the students gave

	write Analytical exposition text	students to write Analytical exposition text			attention	respond
5.	Giving individual test for students	The teacher asked the students to write Analytical exposition text	✓		The students wrote Analytical exposition text individually	Several students still confused to write Analytical exposition text
Confirmation						
1.	Correcting the students' work and giving feedback.	The teacher gave correction to the students' work	✓		The students gave attention and responded the teacher	The teacher correct the students' work so fast
Post- Activity						
1.	Concluding the material	The teacher concluded the material		✓	The students gave attention to the teacher	The teacher didn't do it because time so limit
2.	Asking the students about the material whether the material is difficult or not	The teacher asked the students - Any question?	✓		The students answer	All of the students didn't give question
3.	Parting (saying goodbye or greeting)	The teacher greeted by saying: Wassalamualaikum wr. Wb	✓		The students answered the teacher's greeting	Almost all of the students answered/responded

OBSERVATION SHEET CYCLE II

First Meeting

No	Step Teaching	Teacher's Activity	Done		Students' Activity	Note
			Yes	No		
	Pre-Activity					
1.	Greeting	The teacher greeted the students - Assalamuala kum wr. wb. - Good morning students? How are you today?	✓		Answered the teacher's greeting and questions	All of students had come in the class
2.	Checking students' attendance list	The teacher checked the students' attendance list one by one by calling the students' name	✓		The students answered the teacher	The students rise their hands when the teacher called their name
3.	Checking the students' readiness by asking some questions	The teacher checked the students readiness by asking: Are you ready to start our class today?	✓		The students responded the teacher	Almost all of the students answer the teacher's question
Main Activity						
Exploration						
1.	Asking students about	- The teacher asked	✓		The students answered the teacher's	Some students answer the

	material the previous meeting	the material last week			question	teacher's question by opening their book
2.	Reviewing the material about analytical exposition text.	The teacher reviewed the material last week	✓		The students gave attention to the teacher's explanation	Almost all of the students gave attention to the teacher
3.	Giving example by using realia to make an analytical exposition text	The teacher gave the example by using realia to make an analytical exposition text	✓		The students gave attention	Several students did not give attention to the teacher
Elaboration						
1.	Dividing the students into 5 groups	The teacher divided the students into 5 groups	✓		The students joined with their group	The teacher chose the students' group
2.	Ask the students to make an analytical exposition text with theme (snack, toys car, laptop, etc)	The teacher asks the students to make an analytical exposition text for each.	✓		The students with their group make an analytical exposition text.	Several students in each group did not do it seriously
3.	Giving quis for students (group A,B,C and	The teacher gave score for each group who could answer the	✓		The leader in each group answer the question based on the text	The other students helped the leader to the answer the

	D)	question in white board			quickly	question
4.	Guiding students to write analytical exposition text and explained about analytical exposition text generally	The teacher guide the students to write analytical exposition text explained about analytical exposition text generally	✓		The students gave attention	Most of the students gave respond
Confirmation						
1.	Correcting the students' work and giving feedback.	The teacher gave correction to the students' work	✓		The students gave attention and responded the teacher	The teacher correct the students' work so fast
Post- Activity						
1.	Concludin g the material	The teacher concluded the material		✓	The students gave attention to the teacher	The teacher didn't do it because time so limit
2.	Asking the students' difficulties	The teacher asked the students - Any question?	✓		The students answer	All of the students didn't give question
3.	Parting (saying goodbye or greeting)	The teacher greeted by saying: Wassalamualai kum wr. Wb	✓		The students answered the teacher's greeting	Almost all of the studnets answered/ gave response

Second Meeting

No	Step Teaching	Teacher's Activity	Done		Students' Activity	Note
			Yes	No		
	Pre-Activity					
1.	Greeting	The teacher greeted the students - Assalamuala kum wr. wb. - Good morning class? - How are you today?	✓		Answered the teacher's greeting and questions	All of students had come in the class and gave respond
2.	Checking students' attendance list	The teacher checked the students' attendance list one by one by calling the students' name	✓		The students answered the teacher	The students rise their hands when the teacher called their name
3.	Checking the students' readiness by asking some questions	The teacher checked the students readiness by asking: Are you ready to start our class today?	✓		The students responded the teacher	Almost all of the students answer the teacher's question
Main Activity						
Exploration						
1.	Asking students about material the previous	- The teacher asked the material last week (analytical exposition	✓		The students answered the teacher's question	Some students answer the teacher's question by opening their

	meeting	text)				book
2.	Reviewing the material about analytical exposition text.	The teacher asked one of students to make simple analytical exposition text directly in the whiteboard.	✓		The students gave respond	The class very noisy.
3.	Explaining the analytical exposition text in general	The teacher explained about analytical exposition text in general	✓		The students gave attention	All of the students gave attention
Elaboration						
1.	Guiding the students to write analytical exposition text	The teacher together with students wrote analytical exposition text in the white board	✓		The students gave respond to write analytical exposition text together with the teacher	Most of the students enthusiastic to give their opinion
2.	Analyze analytical exposition text	The teacher gave analytical exposition text for each group and asked them to analyzed it	✓		The students with their group analyzed the text	Several students in each group did not did it seriously
3.	Giving individual assignment to the students	The teacher asked the students to write analytical exposition text in paper	✓		The students wrote analytical exposition text individually	
Confirmation						
1.	Correcting the	The teacher gave	✓		The students gave attention	The teacher correct the

	students' work and giving feedback.	correction to the students' work			and responded the teacher	students' work
Post- Activity						
1.	Concluding the material	The teacher concluded the material		✓	The students gave attention to the teacher	The teacher didn't do it because time so limit
2.	Asking the students' difficulties	The teacher asked the students - Any question?	✓		The students answer	All of the students didn't give question
3.	Parting (saying goodbye or greeting)	The teacher greeted by saying: Wassalamualai kum wr. Wb	✓		The students answered the teacher's greeting	All of the students gave respond,

OBSERVATION SHEET CYCLE III

No	Step Teaching	Teacher's Activity	Done		Students' Activity	Note
			Yes	No		
	Pre-Activity					
1.	Greeting	The teacher greeted the students - Assalamualak um wr. wb. - Good morning students? How are you today?	✓		Answered the teacher's greeting and questions	All of students had come in the class
2.	Checking students' attendance list	The teacher checked the students' attendance list one by one by calling the students' name	✓		The students answered the teacher	The students rise their hands when the teacher called their name
3.	Checking the students' readiness by asking some questions	The teacher checked the students readiness by asking: Are you ready to start our class today?	✓		The students responded the teacher	all of the students answer the teacher's question
Main Activity						
Exploration						
1.	Asking students about material the previous meeting	- The teacher asked the material last week	✓		The students answered the teacher's question	Some students answer the teacher's question by

						opening their book
2.	Reviewing the material about analytical exposition text.	The teacher reviewed the material last week		✓	The students gave attention to the teacher's explanation	all of the students gave attention to the teacher
3.	Giving example by using realia to make an analytical exposition text	The teacher gave the example by using realia to make an analytical exposition text		✓	The students gave attention	students give attention to the teacher.
Elaboration						
1.	Ask the students to make an analytical exposition text with topic (realia in their school yard)	The teacher asks the students to make an analytical exposition text for all of students in individual.		✓	The students make an analytical exposition text.	All of the students take a paper and start to write, and also ask the teacher about movies.
2.	Giving clues of realia around them in school yard, for example: basketball, flagpole, grass and then they used that realia to make a simple sentence of analytical exposition.	The teacher write clues in the small white board, such as: funny part in that ball, the color, and etc.		✓	The students continued their writing.	Some students ask the teacher about more examples that can she or he write.
3.	Guiding students to write analytical exposition text	The teacher guide the students to write		✓	The students gave attention	Most of the students gave respond

	and explained about analytical exposition text generally	analytical exposition text explained about analytical exposition text generally				
4.	The teacher take 1 text that the students write	The teacher writes down text in the white board and analyzes that text with the students.		✓	The students pay attention to the teacher.	Some students chat with the students next her.
Confirmation						
1.	Correcting the students' work and giving feedback.	The teacher gave correction to the students' work		✓	The students gave attention and responded the teacher	The teacher correct the students' work so fast
Post- Activity						
1.	Concluding the material	The teacher concluded the material		✓	The students gave attention to the teacher	The teacher didn't do it because time so limit
2.	Asking the students' difficulties	The teacher asked the students - Any question?		✓	The students answer	All of the students didn't give question
3.	Parting (saying goodbye or greeting)	The teacher greeted by saying: Wassalamualai kum wr. Wb		✓	The students answered the teacher's greeting	Almost all of the students answered/ gave response

Appendix 4

Table 4.1 Data of Students' score of Daily Test in the First semester

STUDENTS' NUMBER	Students' Code	SCORE	Achievement's Category
1.	ARA	65	SUFFICIENT
2.	ABF	60	SUFFICIENT
3.	AL	60	SUFFICIENT
4.	AS	70	GOOD
5.	BM	68	SUFFICIENT
6.	DAV	70	GOOD
7.	DPW	40	POOR
8.	DAR	68	SUFFICIENT
9.	EW	80	EXCELLENT
10.	F	75	GOOD
11.	FA	60	SUFFICIENT
12.	GA	75	GOOD
13.	IH	35	POOR
14.	IS	75	GOOD
15.	MNI	40	POOR
16.	MP	70	GOOD
17.	NFW	45	POOR
18.	ORD	75	GOOD
19.	OR	60	SUFFICIENT
20.	PA	60	SUFFICIENT
21.	PJ	75	GOOD
22.	PAK	68	SUFFICIENT
23.	REL	70	GOOD
24.	RRP	40	POOR
25.	SFR	75	GOOD
26.	TRA	50	POOR
27.	YTI	60	SUFFICIENT
28.	WS	55	POOR
29.	ZAL	55	POOR

SUM		1799	
AVERAGE		62,03	



Table 4.2.4 The Test Score of The Use of Realia to improve writing Analytical Exposition Text of Eleventh Grade Students of SMK Tamansiswa Kudus in Academic Year 2014/2015 in Cycle 1

STUDENTS' NUMBER	Students' Code	SCORE	Achievement's Category
1.	ARA	75	GOOD
2.	ABF	65	SUFFICIENT
3.	AL	55	POOR
4.	AS	70	GOOD
5.	BM	68	SUFFICIENT
6.	DAV	75	GOOD
7.	DPW	55	POOR
8.	DAR	65	SUFFICIENT
9.	EW	80	EXCELLENT
10.	F	85	EXCELLENT
11.	FA	65	SUFFICIENT
12.	GA	75	GOOD
13.	IH	55	POOR
14.	IS	75	GOOD
15.	MNI	50	POOR
16.	MP	70	GOOD
17.	NFW	55	POOR
18.	ORD	75	GOOD
19.	OR	60	SUFFICIENT
20.	PA	70	GOOD
21.	PJ	75	GOOD
22.	PAK	60	SUFFICIENT
23.	REL	70	GOOD
24.	RRP	60	SUFFICIENT
25.	SFR	75	GOOD
26.	TRA	50	POOR
27.	YTI	70	GOOD
28.	WS	60	SUFFICIENT
29.	ZAL	65	SUFFICIENT

SUM		1928	
AVERAGE		66.48	

Table 4.3.5 The Test Score of The Use of Realia to improve writing Analytical Exposition Text of Eleventh Grade Students of SMK Tamansiswa Kudus in Academic Year 2014/2015 in Cycle 2

STUDENTS' NUMBER	Students' Code	SCORE	Achievement's Category
1.	ARA	80	EXCELLENT
2.	ABF	80	EXCELLENT
3.	AL	75	GOOD
4.	AS	70	GOOD
5.	BM	80	EXCELLENT
6.	DAV	75	GOOD
7.	DPW	90	EXCELLENT
8.	DAR	75	GOOD
9.	EW	80	EXCELLENT
10.	F	75	GOOD
11.	FA	80	EXCELLENT
12.	GA	80	EXCELLENT
13.	IH	75	GOOD
14.	IS	65	SUFFICIENT
15.	MNI	75	GOOD
16.	MP	80	EXCELLENT
17.	NFW	75	GOOD
18.	ORD	80	EXCELLENT
19.	OR	75	GOOD
20.	PA	80	EXCELLENT
21.	PJ	75	GOOD
22.	PAK	95	EXCELLENT
23.	REL	80	EXCELLENT
24.	RRP	75	GOOD
25.	SFR	80	EXCELLENT
26.	TRA	75	GOOD

27.	YTI	70	GOOD
28.	WS	80	EXCELLENT
29.	ZAL	80	EXCELLENT
SUM		2255	
AVERAGE		77.76	

Table 4.4.4 The Test Score of The Use of Realia to improve writing Analytical Exposition Text of Eleventh Grade Students of SMK Tamansiswa Kudus in Academic Year 2014/2015 in Cycle 3

STUDENTS' NUMBER	Students' Code	SCORE	Achievement's Category
1.	ARA	85	EXCELLENT
2.	ABF	85	EXCELLENT
3.	AL	80	EXCELLENT
4.	AS	75	GOOD
5.	BM	80	EXCELLENT
6.	DAV	75	GOOD
7.	DPW	95	EXCELLENT
8.	DAR	80	EXCELLENT
9.	EW	90	EXCELLENT
10.	F	75	GOOD
11.	FA	85	EXCELLENT
12.	GA	85	EXCELLENT
13.	IH	75	GOOD

14.	IS	75	GOOD
15.	MNI	80	EXCELLENT
16.	MP	90	EXCELLENT
17.	NFW	80	EXCELLENT
18.	ORD	85	EXCELLENT
19.	OR	75	GOOD
20.	PA	90	EXCELLENT
21.	PJ	80	EXCELLENT
22.	PAK	100	EXCELLENT
23.	REL	80	EXCELLENT
24.	RRP	75	GOOD
25.	SFR	80	EXCELLENT
26.	TRA	75	GOOD
27.	YTI	90	EXCELLENT
28.	WS	85	EXCELLENT
29.	ZAL	80	EXCELLENT
SUM		2385	
AVERAGE		82,24	

Appendix 5

Students Name of XI of SMK Tamansiswa Kudus in Academic Year 2014/2015

NO	NAMA	JENIS KELAMIN
1	AFIFAH RIZKI A	P
2	ANDRE BAGUS F	L
3	ARUM LIYANAWATI	P
4	ATIKA SURYANI	P
5	BALQIS M.	P
6	DESY AMELIA V.	P
7	DIAH PUTRI W.	P
8	DIAN ADITA R.	P
9	ETIK WIDIYANTI	P
10	FARIDA	P
11	FIDA ASFIYANINGSIH	P
12	GUITA AISYAHWA	P
13	INDAH HERAWATI	P
14	INDAH SYARIFAH	P
15	M. NURUL IHSAN	L
16	MEGA PANGESTIKA	P
17	NURUL FAJAR W.	P
18	OKTAVIANI R. D.	P
19	ONA RIANI	P
20	PUJI ASTUTI	P
21	PUJI JAYANTI	P
22	PUTRI AYU KRISNA	P
23	RAHAYU ENDAH L.	P
24	RAMADHANI R,P	P
25	SISKA FEBBY R.	P
26	TRIYA RETNO ASIH	P
27	WENNY SEPTIANI	P
28	YUNITA TRI IRANI	P
29	ZILLA ARUM LESTARI	P

CURRICULUM VITAE



My name is Siti Nur Sa'adah. I was born on Oktober 1992 in Kaliwungu Kudus, Java, and the last child of H. Subhan and Hj. Mahmudah. I have two beautiful sisters and one handsome brother they are Aslimah, S.E., Kholifatun and Riyanto.

I graduated from MI Tarbiyatul Banat Jetak Kedungdowo Kaliwungu Kudus, MTs NU Nurul Huda Jetak Kedungdowo Kaliwungu Kudus, and MAN 2 Kudus.

In 2010, I entered to English Education Department Teacher Training and Education Faculty, Muria Kudus University, but in the first semester I got difficulties in learning English, then I study hard about grammar, vocab, listening English song, watching English movie, speaking, reading and writing. Finally, I felt study English is not difficult and I like English very much. Although, my percentage increasingly little by little, but I proud with myself.

My activity in campus beside go to college is I'm ever join in Seni Kampuz (SEKAM) one of UKM (Unit Kegiatan Mahasiswa) it a community that help the students learnt how to express their ability in art (art of music, dance, theater, and other art). In SEKAM I got many experiences, I ever performance in city plaza program in HAS 2010 (Hari Aids Sedunia) and still many performance in the other location. It was interesting experience that I have ever got. Try and pray and do not forget keep smile and keep spirit. Allah Always beside Me, ☺

